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ABSTRACT

A synthesis of literature on administrator assessment and staff development and a directory of resources are presented in this document. Section 1 discusses several aspects of administrator evaluation--the purposes of performance assessment; the components of evaluation; and the issues, processes, and recommendations for an effective evaluation system--and presents examples of several state and district evaluation systems. Examples of different types of evaluation instruments from several systems, specifically those of Georgia, Arizona, New Mexico, Oklahoma, and Tennessee, are also presented. The second section focuses on the components of effective staff development systems, offering guidelines and a checklist for planning and implementation. Innovative staff development strategies, such as principal centers and an international principal improvement project, are also described. Regional resources for administrator staff development are provided in the third section, which describes programs in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, and lists available SEDL workshops. The last section offers descriptions of 27 national programs and resources. (57 references) (LMI)

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Resources for Administrator Assessment and Staff Development

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1987

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Introduction

INTRODUCTION

Recommendations for educational reforms have been made by a number of commissions and consortia with impressive credentials. The Holmes Group, the Carnegie Commission, the National Governors' Association, and the National Commission on Excellence in Educational Administration are only the most recent. If the recommendations of these groups were to be implemented, it would create nothing less than a revolution in educational governance and practice. And, as the report of the National Commission on Excellence in Educational Administration (UCEA, 1987. p. xvi) asserts, "A revolution in education requires competent, skilled, visionary leadership as has never been available before." For this reason, the Commission recommends, among other things, that school districts participate in the recruitment and preparation of administrators and invest financially in administrator professional development.

In this same vein, the National Governors' Association's Task Force on Leadership and Management (NGA, 1986) advises states to develop a system to evaluate administrators effectively and accurately. The emphasis on administrator assessment has emerged from the need to restore meaning to the administrator certificate, to weed out weak administrators, to identify areas for professional development, and to provide the public with evidence of administrator competence (Hazi, 1986). Unfortunately, although the personnel policies of most school districts include both accountability and improvement in their statement of goals, very few systems are designed to provide administrators with the systematic feedback on performance that they need in order to plan their professional development (Duke & Stiggins, 1985).

Some writers see administrator staff development as a catalyst for the whole school improvement movement. The catalytic possibility is certainly there, but only if staff development programs for administrators go beyond the common practice of one-shot, administrative-detail-specific topics. Few administrator development programs incorporate the best thinking on effective staff development. If staff development is to spear-head educational reform, it needs to apply to the professional growth of administrators what has been learned from the research on teacher inservice and staff development. Programs should be based on the realities of school administrators' work and should provide experiences that facilitate transfer from the training room to on-the-job performance.

This document is more than a directory of resources. It is also a synthesis of the literature on administrator assessment and staff development. It seems important that the current thinking in these two areas be studied whenever administrator assessment and professional development are under consideration.

Organization of the Directory

Section One: Assessing Administrator Performance

This section discusses administrator evaluation -- the purposes of performance assessment; the components of evaluation; issues, processes, and recommendations for an effective system -- and presents examples of a number of state and district evaluation systems. This section also contains examples of different types of evaluation instruments from several systems.

Section Two: Effective Professional Staff Development

This section concentrates on the components of staff development systems that research suggests provide the most effective and lasting experiences.

Section Three: Regional and National Resources for Administrator Staff Development

This resource section contains a sampling (those responding to SEDL's request for information about their programs) of the administrator staff development programs available in the Southwestern Region and major national efforts.

Section One

Assessing Administrator Performance

SECTION ONE
ASSESSING ADMINISTRATOR PERFORMANCE

Recognizing that school improvement efforts depend on able and effective administrators, the National Governors' Association's Task Force on Leadership and Management (NGA, 1986) recommends that states develop a system to evaluate administrators effectively and accurately. The emphasis on administrator assessment has emerged from the need to restore meaning to the administrator certificate, to weed out weak administrators, to identify areas for professional development, and to provide the public with evidence of administrator competence (Hazi, 1986). This section discusses administrator evaluation -- the purposes of performance assessment; the components of evaluation; issues, processes, and recommendations for an effective system -- and presents examples of a number of state and district evaluation systems.

Performance-Assessment Systems

An administrator performance- assessment system should be designed to help superintendents and boards achieve district goals and should provide support and guidance to principals and other administrators in carrying out action plans that contribute to the accomplishment of those goals (Hoben, 1986; Ingram, 1986). For this reason, establishing clear district goals is a prerequisite for the effective supervision and evaluation of school administrators (Murphy, Hallinger, & Peterson, 1985). Once a district has established its educational goals, it must decide how the evaluation system will help accomplish those goals.

Accountability and/or Improvement

Evaluation systems can be designed to achieve accountability and/or improvement. The purpose of accountability systems is to help supervisors make personnel decisions (i.e., retention, school status, etc.), while the purpose of improvement systems is to facilitate professional development and school improvement. Summative evaluation is an accountability process, assessing whether the individual performs certain predetermined competencies at a standard set by the state or district. If the primary purpose of evaluation is to document the quality of administrator performance for personnel decisions, then summative procedures should be used. On the other hand, formative evaluation is an improvement process, identifying the strengths and weaknesses in the competencies exhibited by the individual for the purpose of identifying sources of difficulty and suggesting courses for change (Wise, Darling-Hammond, McLaughlin, & Berman, 1984). If the primary purpose of evaluation is to improve certain aspects of administrative behavior or to provide guidelines for professional growth, then formative procedures should be used.

Purposes of Performance Measurement

Performance evaluation has the potential to accomplish a variety of purposes. It can:

1. Provide evidence that state mandates or district requirements are being followed.

2. Assure the community that teachers and administrators are being held accountable and that quality education is being provided to the district's children.

3. Facilitate personnel decisions by:

    - providing information for certification;
    - providing partial documentation for tenure or dismissal decisions;
    - assessing the ability of an individual to perform specified tasks;
    - assisting in the appropriate placement and assignment of personnel within a school or district;
    - providing opportunities to identify potential leaders; and
    - providing information on promotion potential, career ladder placement, or eligibility for merit pay.

4. And, if the system is designed properly, performance evaluation can also provide a mechanism for improving teacher and administrator performance by:

    - identifying needs for professional growth and staff development;
    - providing for the continuing interchange of ideas;
    - providing an opportunity to identify, acknowledge, and praise quality job performance; and
    - helping to create a climate to achieve individual improvement.

Failure to Reach Potential

Performance evaluation rarely reaches its potential, however. Duke and Stiggins (1985) suggest that the evaluation of administrators is most effective when (1) general agreement exists regarding the purposes of evaluation and (2) the perceived purposes correspond closely to the actual purposes. However, their study found that, although professional development was regarded as an important purpose of administrator evaluation, the percentage of administrators in their study indicating it was highly valued by their district (25%) was far lower than the percentage who personally (64%) considered it more important. A majority of the respondents regarded professional development as the most desirable purpose of administrator evaluation. However, supervisors (71%) were much more likely than administrators (38%) to perceive a close link between evaluation and professional development (Duke & Stiggins, 1985).

Failure to Provide Feedback

Although the personnel policies of most school districts include both accountability and improvement in their statement of goals, very few systems are designed to provide administrators with the systematic feedback on performance that they need in order to plan their own professional development (Duke & Stiggins, 1985). Most principals, geographically separated from central office personnel, are contacted infrequently and rarely supervised or evaluated on a regular basis (Murphy, Hallinger, & Peterson, 1985). There are three reasons for this (Duke & Stiggins, 1985):

1. few models exist to guide districts interested in linking evaluation and staff development;

2. administrators and teachers lack the time and resources to change their existing practices to any great degree;

3. and the evaluation process often creates anxiety and a lack of trust between those being evaluated.

This anxiety increases when the evaluation criteria are unclear or unacceptable, when those being evaluated have not been involved in developing the criteria, and when the observations are infrequent or superficial. In other words, an evaluation system will provide little guidance for either accountability or improvement if it has not been developed in response to district goals, if it lacks clear purpose and utility, and if it generates mistrust among those being evaluated.

Evaluating the Adequacy of a Performance-Assessment System

If an evaluation and staff development system is not supporting district goals, the superintendent and school board should examine the purposes and processes involved and take steps to redesign the current system. They might follow Savage's (1983) suggestion and evaluate the adequacy of the following six essential components:

1. Board of Education Policy -- should provide answers to four questions: Why does the Board want administrators evaluated? Who is responsible for performing the task? When is evaluation to occur and/or be completed? What, in general terms, is to be done (such as measuring performance on a list of district standards or mutually agreed-upon goals)?

2. Administrative Policy -- should provide specific statements and directions describing how board policy is to be implemented.

3. Job Descriptions -- should clearly delineate job expectations.

4. Substantive Criteria -- should be related to management outcomes.

5. Objective Data -- judgments and conclusions should be based on objective data rather than on subjectivity and impressions.

6. General and Specific Focus -- should combine features of both approaches: annual review of performance using a comprehensive list of criteria, and determination of how well each administrator has succeeded in obtaining specific targets for improvement of goals and objectives.

Components of Evaluation

Measures of Process or Product

An evaluation system can be designed to measure *processes* and *inputs* or *products* and *outcomes*. Process or input evaluation is the measurement of competence and/or performance. Such measurement is usually based on what are considered *best practices*. Product or outcome evaluation is the measurement of effectiveness based on results obtained. Although the outcome often used to determine effectiveness is student achievement, there are problems with using this measure.

There is a saying that "every complex problem has a simple, obvious solution that is wrong" (Soar, Medley, & Coker, 1984). While student achievement is often considered the bottom line in educational effectiveness, there are many factors that influence student achievement. One of the most important of those factors is the characteristics of the students themselves -- their abilities, prior educational experiences, economic circumstances, home environments, interests, attitudes, learning styles, and prior knowledge (Iwanicki, 1986). Other factors that may not be within the control of building administrators are the resources available to the school (e.g., text books for every student, supplies, supplementary materials, and supporting staff for clerical and secretarial help) and other school circumstances (e.g., school size, condition of physical plant, crowded classrooms, library resources, etc.).

In addition, most researchers agree that there are serious problems with current methods of measuring student achievement, and suggest caution in using them as measures of effectiveness (Iwanicki, 1986). Some of the problems that have been identified are that standardized tests measure easily tested basic skills rather than higher-order skills; the problems of adjusting for prior standing are serious, yet when using student standing at year-end as an indicator of effectiveness, standing at the beginning of the year must be recognized; and the statistical methods used to control for non-school factors cannot take into account all of the relevant variables and may be incomprehensible to most of those affected and difficult to justify or defend in public (Barro, 1985).

Performance Standards

Duke and Stiggins (1985) suggest that quality assessment should include the provision of performance standards, indicators of performance, and procedures for gathering evidence. Their study found that while the presence of district performance standards was noted by 52% of the respondents, only 28% indicated that actual levels of acceptable performance had been specified for particular standards. An examination of the evaluation documents provided by 58% of the respondents revealed that performance standards were usually assessed in terms of being *met* or *not met*. Defined levels of performance such as *outstanding* and *adequate* were rare. Only 7% of the respondents affirmed that their district possessed clear definitions of outstanding, acceptable, and unacceptable principal performance. The possibility that particular standards may be met under certain circumstances and not met at other times is not acknowledged directly in any of the evaluation documents (Duke & Stiggins, 1985).

Since each district evaluation system is based on a number of performance standards, Duke and Stiggins (1985) believed it would seem reasonable to expect some standards to be perceived as more important than others. None of the evaluation documents in their study, however, mentioned any form of differential emphasis or weighting. On the other hand, 44% of the respondents felt that certain standards were given greater importance than others. For example, 31 respondents perceived that the evaluation system was based on a conception of the principal as instructional leader. Twelve believed that a managerial model guided the principal evaluation system. The fact that no two sets of district performance standards were identical, however, implied that no consensus existed among districts concerning the precise nature of instructional leadership or school management.

Validity, Reliability, and Bias

Whenever performance observation is the basis for an evaluation, it is necessary to develop an instrument that measures the behavior it is purported to measure (validity), measures it consistently (reliability); and measures it with a minimum of outside influence (bias). The test of an instrument's validity is its predictive power (correlation to some criterion; content that is relevant to job performance; or a theoretical basis that describes the best practices). The criteria on which persons are being evaluated, the processes used for collecting the data, and the competence of the evaluator contribute to the validity of an evaluation process.

Reliability indicates whether the technique produces consistent measures when the person is rated by different raters, at different times, or in different situations. The reliability of an evaluation is higher with low-inference instruments and higher with evaluator training. High-inference techniques depend on the subjective judgement of an evaluator. The evaluator observes the behaviors, notes those that appear relevant to him/her, combines these impressions into a composite picture, and then compares this picture to his/her personal standard of effectiveness. Low-inference techniques, sometimes referred to as objective techniques, depend on recording the occurrence of a pre-determined set of behaviors. These behaviors have been described and defined prior to the observation, and the judgement concerning the individual's performance is based on the degree to which that performance reflects the presence or absence of these behaviors.

The fact that weighting schemes and supervisory priorities may be ambiguous raises serious questions about the credibility and effectiveness of particular evaluation systems (Duke & Stiggins, 1985). The question of bias enters the picture when neither standards nor a precise definition of the performance that meets those standards are part of an evaluation system. Bias occurs when the results of an evaluation are influenced by the relationship between the evaluator and the individual being evaluated or by the subjective judgement or prejudices of the evaluator (related to validity).

It is difficult to control for bias -- any evaluation procedure has inherent value judgments associated with it. In addition, evaluators may tend to rate subjects higher or lower on the basis of their general opinions of the subjects rather than on specific observed behaviors (sometimes referred to as the *halo effect*) (Good, 1984).

Lines of Evidence

Although some systems use multiple evaluators or lines of evidence on the grounds that they provide greater accuracy and more comparability, the techniques used in most districts to evaluate principals and assistant principals have not changed much during the last decade (Redfern, 1986). In addition, while many school systems use performance objectives as part of their administrator evaluation system, conventional procedures are still widely used, and evaluation results are still recorded using simple checklists, scales, and descriptive assessments. The principal's immediate superior is usually the evaluator (Redfern, 1986).

Duke and Stiggins (1985) found that principals' evaluations were based on a limited number of sources -- supervisors' perceptions of school performance and informal input from teachers, other school personnel, and parents. One quarter of the respondents stated that lack of evidence regarding the extent to which principals reach their goals was a major evaluation concern. This lack of clarity in evaluation practices resulted in different perceptions from principals and supervisors regarding whether observations of principal performance were a part of the principal evaluation process. Most of the supervisors (92%) stated that observation was part of the evaluation process while less than half (49%) of the principals responded that it was.

Duke and Stiggins (1985) suggested that two possible ways to increase the likelihood that useful evidence will be gathered are to (1) introduce some form of peer evaluation for principals, and (2) involve teachers more directly in the process. When asked their feelings on these two suggestions, 48% of the respondents supported greater teacher involvement (29% were opposed and 22% were undecided), while only 25% expressed interest in some form of peer review (39% were opposed and 31% were undecided).

The suggestion to use staff evaluation of principals merits greater attention in light of the findings from a correlational study in the DeKalb County (Georgia) School District. Although assessment data was collected from both superordinates and staff, only the assessment data generated by the staff responses were used (Tucker & Bray, 1986). This was because the supervisors of the principals responded *observed* (on a dichotomous scale that included *observed* and *unobserved*) to all of the behaviors with very few exceptions. The researchers concluded that either the supervisors did not know how the principals behaved relative to the *generic* leadership behaviors or that the principals behaved differently with their supervisors than with their own staffs. One could also conclude that the more valid scores of a leader's behavior stems from his/her staff. These findings are consistent with earlier findings by Project R.O.M.E. (Ellett, 1978) and also support the findings of Pellicer and Stevenson (1985). In their study, out of 300 principal evaluation forms filed the previous year -- a total of 3,000 items -- only three items were judged to be *unsatisfactory* by the principals' supervisors.

Principals' evaluations of their own performance are frequently inconsistent with the evaluations that their supervisors and staffs give them (Manasse, 1985). This difference could reflect the lack of agreement about what principals ought to do and to whom they should be responsive when they encounter multiple and conflicting demands. It also demonstrates the importance for districts to set up feedback mechanisms to give principals accurate data on their own performance and the perception of that performance by others and to provide role descriptions that present a clear, common basis for assessing principals' performance (Manasse, 1985).

Districts that are concerned with gathering assessment data that are accurate and provide a basis of comparison, might investigate the possibilities of using a variety of lines of evidence. The various lines of evidence available for administrator evaluation in schools include performance observations, peer reviews, self assessments, staff ratings, school-climate inventories, student surveys, parent reviews, portfolios, and professional-development plans.

Issues, Processes, and Recommendations

Those who have experience in researching and developing performance improvement systems provide guidance for those who are beginning such a process. In the following paragraphs, Hazi (1986) raises issues for policy makers to consider, Pellicer and Stevenson (1985) suggest a process for change, and the authors present recommendations culled from a number of different practitioners and researchers for the development of an effective system.

Issues For Policy Makers to Consider

Hazi (1986) raises eight issues to be considered by policy makers regarding the design of administrator assessments and their interface with preparation programs and practice:

Design

1. What is the real purpose of assessment?

2. What is best measured through paper-and-pencil tests vs. other methods? Multiple choice items can assess certain kinds of stable knowledge, but cannot assess knowledge of trends, process skills, reasoning, or the application of knowledge.

3. What roles are being tested? Should administrative roles be reconceptualized? If principals are expected to be instructional leaders, do test questions/evaluation procedures address this role?

4. Is there adequate time to make decisions about purpose, content, and methods of assessment?

5. What is a legally defensible test? Court cases on student competency testing suggest four things:

   - the state has the authority to require a test;
   - the test must have acceptable levels of reliability and validity;
   - test scores cannot be used to discriminate against minorities; and
   - adequate notice must be given to prepare for the test and seek remedial assistance.

Preparation Programs

6. What does an assessment mean?

7. How do multiple assessment systems inter-relate in a state?

Practice

8. What will be the impact on inservice for administrators?

A Process for Change

Pellicer and Stevenson (1985) suggest the following 13 steps as guidelines for developing a new performance-assessment system. This process suggests a course of action but does not dictate the outcome. The steps neither support nor discourage the adoption of any one specific format for evaluation; instead, they ensure that everyone affected by the change is represented in the planning. The process takes anywhere from 9 to 12 months (Pellicer & Stevenson, 1985).

Step 1: Select a steering committee and establish goals and objectives.

A steering committee directs and coordinates the undertaking. Choose between six and ten members who represent the range of building-level and central office administrators who will be evaluated under the new system.

Step 2: Select the remaining members of the task force.

Select a task force whose members serve on the various committees charged with specific jobs. Task force members can be appointed by the superintendent or they can be elected by their peers. They should represent all categories of employees who will be evaluated.

Step 3: Convene the task force.

The task force then is divided into working committees:

- a committee on performance standards,
- a committee on instrumentation, and
- a committee on procedures.

Step 4: Hold listening sessions.

Task force committees meet with other district administrators to explain the work they are doing and ask for suggestions.

Step 5: Complete committee assignments.

Step 6: Reconvene the task force to receive the committee reports.

Committee reports serve as general guidelines for developing the new evaluation system -- they are subject to change.

Step 7: Incorporate the committee reports into a proposed administrative performance appraisal system.

The draft should include suggested policy revisions, proposed standards of performance, procedures for evaluation, and the instrument or instruments to be used.

Step 8: Reconvene the task force to react to the proposal.

Changes endorsed by a majority of the task force should be incorporated into the draft.

Step 9: Present the proposal to administrators.

Everyone who will participate in the new appraisal system should receive a copy of the revised draft, along with an explanation of all its components. Meetings should be held to allow district administrators to express their opinions. A series of such meetings might be required in larger systems.

Step 10: Fine-tune the proposal.

Step 11: Present the proposed system to the school board.

Step 12: Put the revised administrative performance appraisal system into use.

Copies of policies, performance standards, evaluation instruments, administrative procedures, and other supporting materials should be distributed to everyone involved in the system. Plan any staff development programs necessary to train staff members to use the new system. Some school systems prefer to field-test programs that are significantly different from past practices. In a field test, a few administrators work through a complete cycle of the new evaluation system and make any revisions needed before its final adoption.

Step 13: Monitor the system on a regular basis.

Make sure its meeting its goals and objectives.

Recommendations For Developing a Performance-Assessment System

In order to minimize the problems and maximize the benefits of performance-assessment/professional-development systems, the following actions are recommended for planners.

1. Policy decisions should facilitate the planning and implementation of the system. Policy decisions should include:

   a. A policy statement containing the purpose of the performance evaluation and professional-development system and procedures that are in line with this purpose.

   b. An explanation of how the constraints of time, money, and institutional needs will be handled in developing and implementing the performance-evaluation and professional-development system.

   c. A determination of how performance-evaluation and professional-development processes will fit into the existing organization and flow of decision making within the institution.

   d. A process for regularly assessing the quality of the evaluation system, including individual evaluator competence.

2. All relevant parties should be included in making the decisions concerning the development and implementation of any performance-evaluation, professional-development system. Teachers, administrators, parents, school board members, and community members should be involved.

3. The evaluation system should meet the standards of good practice. Those standards suggest that:

   a. The criteria for evaluation should be well-defined and agreed upon by those being evaluated.

   b. The evaluation system should include a variety of lines of evidence for assessing performance.

   c. Multiple evaluations should be conducted independently.

   d. Each observation and assessment should be preceded and followed by a conference between the staff member and the evaluator.

   e. Evaluators should be trained to recognize the effective behaviors being evaluated and how to use the rating instruments and procedures. Evaluators should be tested for level of proficiency.

f. Evaluations should not be discriminatory in intent, application, or results.

g. A procedure should be established for providing feedback to those being evaluated on their strengths and weaknesses.

h. The system should encourage and facilitate professional growth and development for all personnel.

i. District resources should be committed for such a program.

4. The evaluation system should be evaluated for validity and reliability and to make sure it is consistent with the goals and purposes for which it was established. Bolton (1980) suggested that an effective evaluation system:

   - is continuous and cyclical;
   - includes examination of input, process, and output;
   - involves consideration of processes and products of several people;
   - functions as a subsystem interrelated with other subsystems in the school system;
   - involves self-evaluation plus evaluation by outsiders;
   - includes assessment of common objectives and unique objectives; and
   - is monitored to determine its effectiveness.

Examples of Administrator Evaluation Systems

Examples of a number of different administrator performance evaluation systems are discussed below. In addition, superintendent evaluation is discussed in a final segment.

NASSP Assessment Centers

The National Association of Secondary School Principals has developed an assessment center procedure based on the identification of generic-skill dimensions that can be observed during performance of certain job-related activities (Hersey, 1986). The NASSP Assessment Center Project was begun in 1975 to assist school districts in identifying and developing highly skilled school leaders. By September

1985, more than 3,500 participants had been assessed by approximately 1,900 trained assessors. As of January 1986, 40 comprehensive projects were functioning in the United States, Canada, and Germany. Those skills assessed by the Center are listed below (Hersey, 1986):

> PROBLEM ANALYSIS: Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation.
>
> JUDGEMENT: Ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities; ability to evaluate written communications.
>
> ORGANIZATIONAL ABILITY: Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
>
> DECISIVENESS: Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.
>
> LEADERSHIP: Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.
>
> SENSITIVITY: Ability to perceive the needs, concerns, and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
>
> STRESS TOLERANCE: Ability to perform under pressure and during opposition; ability to think on one's feet.
>
> ORAL COMMUNICATION: Ability to make clear oral presentations of facts or ideas.
>
> WRITTEN COMMUNICATION: Ability to express ideas clearly in writing; to write appropriately for different audiences.
>
> RANGE OF INTEREST: Competence to discuss a variety of subjects--educational, political, current events, economic, etc.; desire to actively participate in events.
>
> PERSONAL MOTIVATION: Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
>
> EDUCATIONAL VALUES: Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

DeKalb County School District Profile for Assessment of Leadership

The DeKalb County School District (Georgia) has instituted an assessment program that is "unique in education and possibly unique in any organization" according to its creator, Dr. Null Tucker. Using the Profile for Assessment of Leadership (PAL) program, administrators rate themselves and are rated by their superiors and their staffs. The discrepancies between the ratings help pinpoint weaknesses that limit a principal's effectiveness. The entire assessment is geared toward professional improvement through staff development based on assessed needs. Three elements make it unique: principals are assessed on seven generic leadership qualities; there are no subjective decisions about performance -- rather, behaviors are noted simply as *observed* or *not observed*; and data are collected from subordinates as well as superiors. According to Tucker (1986), the most reliable ratings come from the teachers. Subordinates have the greatest opportunity to observe the leader's behavior.

Seven *generic* competencies for educational leaders were included in the original PAL. They were (1) relating to other people; (2) communicating effectively; (3) making decisions; (4) planning and organizing; (5) supervising and evaluating; (6) improving professionally (and providing staff opportunity); and (7) protecting time on task for teacher and student. Several other competencies that were shown to be important have been added (*Education USA*, Feb. 24, 1986). These include defining the school mission; having a clear and concise vision; involving students, parents and teachers in establishing school goals; implementing goals; knowing the curriculum; and working with teachers in a collegial relationship in the classroom (see Attachment 1).

Flowing Wells School District (Arizona)

The Flowing Wells School District (Arizona) developed an Administrator Evaluation Plan that evaluates performance in five major areas. The plan and process were developed by an administrative group in order to recognize and evaluate administrative performance. The intent of the evaluation procedure is to provide a means by which personnel may ultimately improve their job performance. Appraisal is considered an ongoing activity throughout the school year. The evaluation forms were designed to provide focus to the evaluation process and to provide a basis for an objective evaluation.

The components of the evaluation plan include the following (see Attachment 2 for examples of the instruments):

- an Administrator Evaluation Form that is completed on the basis of observations and contacts with the administrator -- a six-point rating scale is defined in the directions;
- an Administrator Self-Assessment Scale;
- a staff rating form;
- a parent (school climate) survey; and
- an action plan for the administrator to complete indicating target objectives for the year.

New Mexico Principal Competencies

The New Mexico State Board of Education requires that all principals in the state be evaluated on six competencies (New Mexico State Department of Education, 1984). In addition, the New Mexico Department of Education has developed a set of descriptors for each competency. The following is a list of the generic competencies (for the competencies and their descritors, see Attachment 3):

1. The principal facilitates the planning and development of curriculum and instructional goals for school staff and students.

2. The principal monitors and facilitates the progress of programs toward established goals.

3. The principal uses supervision, staff development and performance evaluation to improve the instructional processes of the school.

4. The principal manages the resources of the school including personnel, finances, and facilities.

5. The principal establishes and maintains an environment conductive to learning.

6. The principal communicates accurately and effectively.

Although there is no standard format for an evaluation instrument, the state does specify the process by which the school districts will develop a supervision and evaluation system. The guidelines the districts are to follow are listed below.

1. Involve all principals and supervisors of principals in the development of criteria and data collection procedures for performance evaluation. The criteria must include the competencies adopted by the state board of education and others developed locally.

2. Provide staff development and education in conference skills and growth planning to all principals and supervisors of principals.

3. Collect adequate data of principal's performance to determine the presence and extent of competencies demonstrated.

4. Confer as soon as possible after each data collection episode to ensure the adequacy, accuracy, and completeness of the record obtained.

5. Identify strengths and areas where growth can occur.

6. Collaborate on the development of a written plan for improvement or growth. The plans should include follow-up data collection and conferences to determine progress toward completion.

7. Provide assistance to the principal through individual guidance, workshops, classes, or other means for completing the assigned growth plan.

Evaluation criteria and processes have been developed and are now required for all school administrators.

Oklahoma Minimum Criteria for Effective Administrative Performance

The Oklahoma State Legislature, in the 40th legislative session, passed House Bill 1466 that changes the process of the evaluation of Oklahoma teachers and administrators. In the past, the statutes have required each board of education to have a written policy of evaluation for all teachers and administrators. This was amended by House Bill 1466 to state that such a policy shall be based on minimum criteria developed by the State Board of Education. These minimum criteria for both teacher and administrator performance were based on the effective schools and effective teaching research.

Each local district's evaluation policy needs to include, but is not limited to, the criteria. Districts are encouraged to add components that are appropriate for their personnel and specific needs. The following is a list of those minimum criteria:

I. Practice

A. Administrator Management Indicators

1. Preparation

   The administrator and staff develop goal statements which are the result of a needs assessment, a written analysis of student test scores, and other data including community input.

2. Routine

   The administrator uses a minimum of instructional time for non-instructional routines thus maximizing time on task.

3. Discipline

   The administrator works with staff to develop and communicate defined standards of conduct which encourage positive and productive behavior.

4. Learning Environment

   The administrator establishes and maintains rapport with staff and students, providing a pleasant, safe, and orderly climate for learning.

B. Instructional Leadership Indicators

1. The administrator works with staff in collegial and non-threatening ways to promote and improve instruction.

2. The administrator sets high expectations for staff.

3. The administrator provides needed resources for staff.

4. The administrator works with staff to establish curriculum objectives, sequence, and lesson objectives.

5. The administrator works with staff to assure that all learners are involved in the learning process.

6. The administrator assists the staff in monitoring student progress.

7. The administrator works with the staff to develop a program to recognize academic achievement.

8. The administrator educates the staff to recognize and display the teaching criteria upon which the evaluation is conducted.

9. The administrator observes in the classroom the performance criteria as defined by the district.

10. The administrator summatively evaluates staff only after classroom observations are made, performance feedback is given, growth goals are set, and alternative methods are offered.

II. Products

A. Administrator Product Indicators

1. The administrator provides written discipline policies to which students are expected to conform.

2. The administrator provides a written school building improvement plan that supports the district's Five-Year School Improvement Plan describing school goals, objectives, and staff development activities.

3. The administrator provides a written analysis of student test scores and other data to assure that the various student populations are benefiting from the instructional program.

The Tennessee Administrator/Supervisor Evaluation System

The state of Tennessee has developed the Tennessee Administrator/Supervisor Evaluation System (TASES) as a necessary component of the Career Ladder Program (Trusty, 1985). Development of the TASES was guided by the Interim Commission, the Select Committee on Education, the testimony of advisors, and the criteria specified in the Comprehensive Education Reform Act of 1984.

The criteria for evaluation of administrators and supervisors relate to the competencies identified in the effective schools research. They include competencies demonstrated in performing instructionally related tasks and processes used in performing those tasks. The criteria also include measured outcomes.

Because the work of administrators and supervisors involves many different activities in different settings, the means of data collection must necessarily involve a great variety of methods. The selection of evaluation procedures, and hence the collection of data, has been determined, in part, by provisions of the Act. Included are the use of interviews, observations, conferences, and a test of knowledge.

Examples of the TASES are in Attachment 4. The assumptions and principles relating to the program, the process, and the evaluation instruments and upon which the Administrator Supervisor Evaluation System is based are listed below:

The Program

1. The primary goal of the evaluation program is to identify and reward outstanding administrator and supervisor performance.
2. A second important goal of the evaluation program is improving instructional programs and instructional support systems.
3. A sound evaluation program focuses on performance rather than credentials.
4. To be most useful, the evaluation program must be coupled with a strong professional development program.

The Process

1. The evaluation process should not discourage diversity in instructional programs or in organizational support systems.
2. Multiple observations of administrator or supervisor performance are necessary to obtain a reliable picture of administrator or supervisor behavior.
3. The evaluation process should focus on the behavior and performance of administrators and supervisors.
4. Multiple sources of data are essential to the development of a complete picture of administrator or supervisor performance.

The Evaluation Instruments

1. The evaluation instrument(s) must be developed from the evaluation process.

2. The instrument(s) must be understood by all principals, assistant principals, and instructional supervisors.

3. The instrument(s) must assess the performance of competencies/skills deemed important to effective administration and supervision of the instructional program and the supportive management functions.

Other Examples of Administrator Evaluation

Additional examples of administrator evaluation instruments can be found in Redfern (1986), where four programs are cited as examples of principal/assistant principal evaluations, and in *Evaluating Administrator Performance* (Educational Research Service, 1985), where eleven examples of administrative evaluation programs include those from school systems that base their assessment on traditionally defined administrative functions and those that use performance objectives. The examples include descriptions of evaluation policies and procedures, evaluation forms, and several description of merit pay components.

Evaluating the Superintendent

School boards should be aware that if building staff and administrators are to have confidence in the operations of the district, they need to see a well run central office. To insure the implementation of an articulated educational program, the central office administration must provide leadership in improving instruction and providing staff with the time, materials, and conditions necessary for the performance of their functions. It is the school board's job to see that this leadership is, indeed, being provided.

Evaluating the superintendent's job performance is one of the more important -- but least understood -- functions of the school board. According to Braddom (1986) successful superintendent evaluations should adhere to the "four F's" -- they must be fair, fast, factual, and frequent.

Harris (cited in Braddom, 1986) enumerates three main reasons to go through the process of evaluating superintendents:

First: evaluation should help the superintendent do a better job. That means an effective appraisal should result in specific plans and goals to help the superintendent improve.

Second: evaluation should provide a framework for decision making by the board. By reinforcing strengths and diagnosing problems, an evaluation creates a prescription for improved performance. At the same time, it helps the school board decide whether the superintendent's contract should be renewed.

Third: evaluation should provide documentation of the board's decisions about the superintendent's contract. A school board must be able to demonstrate that the superintendent's performance warrants whatever contract action is taken.

The School Improvement Model Project (SIM) research team at Iowa State University has been implementing a new type of performance evaluation system for educational administrators in school districts (Noriega, 1985). Working on-site, they develop an administrator performance evaluation based on an analysis or measurement of progress made toward accomplishment of predetermined objectives. Performance evaluation is oriented to process and asks the following questions (Noriega, 1985):

- What do we expect each administrator to accomplish?
- How well do we expect administrators to perform (standards)?
- What changes in behavior do we want?
- How does his/her performance interrelate with that of others?
- How do we help the administrator improve?

The School Improvement Model Project has worked with a number of districts to develop assessment procedures and instruments. The SIM Occasional Paper 85-6 includes examples of superintendent evaluation forms from Pasadena Unified School District, Pasadena, California; Lewis Central Community School District, Council Bluffs, Iowa; and Berea City School District, Berea, Ohio[1].

Two examples of superintendent evaluation from other sources are offered here-- one developed by Forest Hills School District (Ohio), the other under development by the state of Georgia.

Forest Hills School District. The Forest Hills School District (Ohio) developed an assessment form for evaluating the superintendent in three major areas: people management, goal achievement, and personal qualities. In their system, each board member evaluates the superintendent in each of these areas by writing three short paragraphs. Then, to provide a standardized evaluation than can be analyzed statistically, board members rate the superintendent in the same three areas, this time by assigning numerical scores from one to ten (Braddom, 1986).

After board members complete the evaluation forms and the scores are tabulated, the board meets to reach a consensus on the results. During the meeting, board members work to resolve differences and eliminate any criticisms of the superintendent that aren't objective or verifiable. This meeting also gives the board a chance to determine its ranking of important issues. The superintendent needs clear direction, so the board must set priorities. The Forest Hills board draws up a single set of ratings to which the majority agree. Only this final report is presented to the superintendent.

---

[1] This paper can be obtained from the School Improvement Model Project, College of Education, E005 Quadrangle, Iowa State Univesity, Ames, Iowa 50011.

The next step is for the superintendent and board to meet. As the superintendent's strengths and weaknesses are reviewed, goals and objectives also are discussed. Ultimately, a written evaluation emerges that lists the superintendent's strong points and deficiencies and outlines a ranked set of goals for the coming year in each of the three areas (Braddom, 1986).

State of Georgia. The Georgia State Legislature passed the 1985 Georgia Quality Basic Education Act mandating the evaluation of all certified school personnel in the state. The Georgia School Boards Association is coordinating the development of the Georgia Superintendents' Evaluation Instrument and process in response to that Act. The Liaison Committee of the Georgia School Boards Association, Inc., and the Georgia Association of School Superintendents served as the task force for developing the drafts of this program. The sixth draft of the instrument and process are being pilot tested in 12 local school districts during FY 88. It is anticipated that the program will undergo additional revisions based upon feedback from board members, superintendents, and pilot programs around Georgia. The final evaluation program for superintendents will be implemented in 1989-90.

The School Boards Association believes that evaluation of a school district superintendent is an important responsibility of the Board of Education. In defining the purpose of superintendent evaluation, the sixth draft of the evaluation instrument states that the evaluation process shall assist the superintendent in improving his or her job performance, provide ways by which needs for improvement can be met, clarify the board's expectations of the superintendent, improve communication between the board and the superintendent, and foster high levels of trust between the superintendent and the board. Specifically, the purpose of a formal evaluation is based on the following assumptions:

A. Evaluation must be continuous and must have the commitment of a significant amount of time and a sufficient number of trained evaluators in order to be accomplished effectively.

B. The effectiveness of any system of evaluation is directly dependent upon the ability of the evaluator to demonstrate competency and fairness in the evaluation process and to maintain absolute confidentiality.

C. The board's evaluation will occur at a scheduled time and place, with no other items on the agenda, at a study or executive session with all board members and the superintendent present.

D. The evaluation results will be used by the board and superintendent as they cooperatively set job targets by which the superintendent's performance will be measured in the ensuing year; results should also be used as the basis for planning a program of professional development.

E. The board's evaluation will include discussions of both strengths and weaknesses, but with the stipulation that such judgment be supported by objective evidence.

(A summary of the *job description* for the superintendent and examples of supporting data on which the evaluation is based are in Attachment 5.)

The recommended process for implementing the evaluation follows:

1. The school board adopts a policy statement on the evaluation of the superintendent.

2. The school board adopts a detailed job description for the superintendent.

3. The school board and superintendent discuss the instrument and agree upon the meaning of the specific criteria of evaluation.

4. The school board and superintendent agree upon the types and form of data to be collected for evaluation.

5. The school board and superintendent develop a timeline for evaluation such that a summative evaluation is concluded in a timely manner to facilitate contracts.

6. The school board will direct the superintendent to collect the data agreed upon in # 4.

7. The board and the superintendent will independently prepare the evaluation report.

8. The school board prepares a synthesized evaluation from the results of individual board members' evaluations. The synthesis will be provided to the superintendent.

9. The superintendent will provide a self-evaluation on the instrument to the board chair, who will distribute copies to board members.

10. The board prepares a consensus evaluation on each dimension. The final consensus evaluation is discussed with the superintendent in a formal executive session.
11. The evaluation is dated and signed by the board chairman. the superintendent signs that he/she has seen and reviewed the evaluation. The evaluation becomes privileged information.

12. The superintendent may reply in writing to the evaluation. That superintendent's reply will be attached to the evaluation.

13. The school board and superintendent identify the major goals, objectives, and professional development activities for the coming evaluation period. These items become subject to evaluation during the next evaluation year.

Section One Attachments

Resources for Assessing Administrator Performance

Attachment 1

EXAMPLES FROM
THE DEKALB COUNTY SCHOOL DISTRICT (GEORGIA)
PROFILE FOR ASSESSMENT OF LEADERSHIP

COMPETENCY I - THE EDUCATIONAL LEADER DEMONSTRATES SKILL IN RELATING TO OTHER.

1A Demonstrates behavior which promotes positive relationships.

Descriptors

1. Gives recognition and praise to staff, colleagues, students, and members of the community.
2. Demonstrates courtesy to staff, colleagues, students, and members of the community.
3. Demonstrates relevant personal knowledge and interest in staff and other associates.
4. Demonstrates impartiality.

1B Respects opinions of others.

Descriptors

5. Listens to opinion of others.
6. Discusses opinions different from his/her own.
7. Acts on the basis of these opinions by giving them consideration in decision making.

COMPETENCY II - THE EDUCATIONAL LEADER DEMONSTRATES EFFECTIVE COMMUNICATION SKILLS

11A Uses effective personal communication skills.

Descriptors

16. Writes correctly.
17. Speaks correctly.
18. Participates in and guides small group discussions.
19. Presents ideas or information effectively to large groups.

COMPETENCY V - THE EDUCATIONAL LEADER DEMONSTRATES SKILLS IN SUPERVISION AND EVALUATION

V-C Evaluates personnel or ensures that the administrator with this delegated authority evaluates personnel.

Descriptors

65. Informs staff in advance of criteria to be used in evaluation.

66. Develops schedule for evaluation.

67. Bases evaluation on firsthand information and observation.

68. Shares rationale for evaluation with the person being evaluated.

For more information, contact:
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Attachment 2

FLOWING WELLS SCHOOL DISTRICT (ARIZONA)
ADMINISTRATOR EVALUATION PLAN

The Flowing Wells School District's Administrator Evaluation Plan was developed by an administrative group and consists of evaluating performance in five major areas. The intent of this evaluation procedure is to provide a means by which personnel may ultimately improve their job performance. Appraisal is to be considered an ongoing activity throughout the school year. The evaluation forms are designed to provide focus to the evaluation process and to provide a basis for an objective evaluation.

The Plan uses a five-point scale in assessing performance. Each of the points on the scale is defined as follows:

1) Outstanding	(a)	Performance is excellent
	(b)	Consistently excels in all areas of job expectations
	(c)	Displays high degree self-motivation
	(d)	Uses job-related pressure constructively
	(e)	Displays willingness to make decisions and successfully carry out activities involving risk or controversy
	(f)	Consistently generates output of superior quality
2) Exceeds District Performance Requirements	(a)	Performance exceeds requirements of the position
	(b)	Exceeds in meeting the expectations of the job
	(c)	Displays self-motivation which exceeds assigned responsibilities
	(d)	Accepts and faces job-related pressures openly
	(e)	Displays willingness involving risk or controversy with some achievement
	(f)	Frequently generates output of high quality

3)	Demonstrates District Performance Standards	(a)	Performance is adequate for the requirements of the position
		(b)	Meets the expectations of the job
		(c)	Self-motivation confined to accomplishing assigned tasks
		(d)	Works adequately under pressure
		(e)	Adequately makes decisions required of the job
		(f)	Generates output of acceptable quality
4)	Needs Improvement to Meet District Performance Standards	(a)	Performance is not of the quality expected of the position
		(b)	Frequently falls short of job experience
		(c)	Frequently lacks motivation to complete assigned tasks
		(d)	Does not function effectively under pressure
		(e)	Displays unwillingness to make decisions and carry out activities involving risk or controversy
5)	Unsatisfactory Does Not Meet District Performance Standards	(a)	Performance is definitely inadequate for the position
		(b)	Consistently falls short of job expectations
		(c)	Lacks self-motivation
		(d)	Consistently displays distress under pressure
		(e)	Totally avoids making decisions and carrying out activities involving risk or controversy

(f) Consistently generates output of inferior quality

(An explanatory comment must be documented for each "unsatisfactory" and "needs improvement" rating.)

6) Not Applicable	Cases where information is not available or question does not apply

AREAS ON WHICH ADMINISTRATORS ARE EVALUATED

The following are the areas in which administrators are observed and evaluated.)

I. INSTRUCTIONAL LEADERSHIP

A. Demonstrates knowledge of curriculum issues
B. Implements curriculum of district
C. Evaluates staff in a systematic and fair way
D. Assists staff in a program for development and improvement
E. Provides leadership in maintaining appropriate learning climate (i.e., effective discipline, physical plant)

II. INTERPERSONAL SKILLS

A. Communicates effectively with students
B. Communicates effectively with parents
C. Communicates effectively with staff
D. Communicates effectively with district personnel
E. Communicates effectively with community

III. ADMINISTRATIVE SKILLS

A. ORGANIZATION: Delineates responsibilities, establishes direct lines of communication, schedules teachers efficiently, adequately supervises non-teaching personnel.
B. DECISION MAKING: is professional in working with staff and when appropriate involves them in making decisions.
C. PROBLEM SOLVING: develops strategies and techniques to meet the needs of the entire school situation
D. ADAPTABILITY: coordinates and supervises personnel and activities
E. MORALE: develops and maintains positive school climate and staff cohesiveness

IV. SCHOOL PLANT MANAGEMENT

A. Maintains accurate financial records, administers budget allocations, provides administrative information on budget as needed
B. Coordinates facility maintenance, safety, and cleanliness

C. Provides organization, coordination, and supervision of supportive services and personnel
D. Coordinates space, material, and time utilization

V. PROFESSIONAL BEHAVIOR AND KNOWLEDGE

A. Follows rules and regulations of the Board of Education and Arizona State Statutes
B. Continues professional study: is current with professional literature and trends
C. Shows effort and enthusiasm in the quality and quantity of work accomplished
D. Assumes additional administrative responsibilities willingly
E. Delegates responsibilities and projects effectively

FLOWING WELLS SCHOOL DISTRICT
ADMINISTRATOR SELF ASSESSMENT SCALE

Administrators rate themselves by indicating which description (almost always, often, sometimes, seldom, or rarely) best reflects their understanding of their behavior.

As an administrator, I (almost always, often, sometimes, seldom, or rarely) exhibit this behavior or attitude.

1. Demonstrate a deep sense of appreciation and compassion for people
2. Want to know others as unique persons
3. Strive to help others work in their interest areas
4. Want students to achieve to their highest potential
5. Establish and maintain good relationships with students
6. Know the strengths and encourage the use of the talents of others
7. Help others sense the importance of service to others
8. Develop excellent rapport with parents
9. Help employees assume responsibility in the school
10. Involve others in important decisions which affect them
11. Hold teachers accountable for student progress
12. Keep employees well informed of important developments
13. Make good decisions
14. Help employees set specific goals and objectives
15. Communicate in open and honest ways with employees
16. Help employees know the rationale behind important decisions
17. Objectively measure school progress
18. Am clear and articulate in sharing viewpoints with others
19. Am systematic and well organized
20. Demonstrate high expectations of students
21. Will take a stand on what is best for students

22. Seek the input of others concerning important school guidelines and policies

23. Work very hard

24. Will confront irresponsible employees

25. Organize the school in a way which helps others to do a better job

26. See to it that all employees do their very best

27. Do what is right even when criticized by others

28. Intensely listen to thoughts and feelings of others

29. Remain flexible and open to change

30. Clearly understand the essence of good teaching

31. Understand others' problems

32. Encourage employees to grow and become better at what they are doing

33. Have ideas and beliefs which are clear to others

34. Seek and understand student viewpoints

35. Make changes in the school which help students

36. Help parents to be a vital part of the school

FLOWING WELLS SCHOOL DISTRICT
ADMINISTRATOR RATING FORM (STAFF)

The administrator's staff is asked to rate the administrator on the five-point scale.

The administrator:

1. Expresses ideas articulately and accurately in oral and written communication
2. Demonstrates an effort to be understanding, considerate, and courteous
3. Shows interest and enthusiasm toward work
4. Demonstrates a thorough knowledge and understanding of his/her area of administration
5. Demonstrates the initiative and persistence needed to accomplish goals and objectives
6. Supports those responsible to him/her
7. Accepts ideas of others and shows a willingness to try new approaches
8. Considers divergent views
9. Effectively utilizes staff
10. Shows a willingness to try new approaches or methods
11. Treats staff members in an unbiased and impartial manner
12. Creates a feeling of unity and enthusiasm among those in contact with him/her
13. Demonstrates a sense of humor at appropriate times
14. Makes effective decisions
15. Effectively evaluates programs, practices, and personnel in his/her area of responsibility
16. Coordinates the efforts of those responsible to him/her so that the organization operates efficiently and smoothly
17. Demonstrates awareness of the problem existing in his/her area of responsibility
18. Demonstrates leadership which results in meeting important goals and objectives
19. Expresses thoughts and ideas accurately
20. Supports the person to whom he/she reports

21. Creates an atmosphere in his/her building (or department) which is conducive to effectively meeting goals and objectives

FLOWING WELLS SCHOOL DISTRICT
SCHOOL CLIMATE SURVEY

Parents are asked to rate the school climate by indicating whether they agree, disagree, or have no opinion on the following statements:

1. The principal at this school listens to my side of a story
2. This school is in good repair
3. Decisions at this school are made in a fair and just manner
4. My child likes coming to this school
5. I know about the school's goals for this year
6. My child is enthusiastic about learning
7. People in this school recognize problems and work on them quickly
8. The principal talks with parents openly and frankly
9. This school has attractive grounds
10. Students and school staff seem to respect each other and work well together
11. The school welcomes parents who want to solve school related problems
12. This school's program prepares students for the future
13. I take pride in this school
14. I have been informed about this school's educational programs
15. The principal promptly responds to my concerns
16. The school's program encourages my child to develop self-discipline
17. In this school, teachers are encouraged to find new ways to improve the educational program
18. My child takes pride in this school
19. Teachers in this school are accountable for their student's learning
20. I feel that the school program is relevant to the future needs of students

FLOWING WELLS SCHOOL DISTRICT
ADMINISTRATOR ACTION PLAN FOR TARGET OBJECTIVES

Administrators and their supervisors develop action plans for professional development that include the following:

TARGET AREA:

TARGET DATE:

TARGET OBJECTIVES (outcomes expected):

ACTION PLAN (Activities/tasks to accomplish):

PROGRESS REVIEW (Scheduled dates for conferences):

EVALUATOR COMMENTS (optional):

Signatures indicate understanding of job target.

Administrator:____Position:________________________

Evaluator:____Position:________________________

For more information, contact:

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Attachment 3

NEW MEXICO
STATE BOARD OF EDUCATION ESSENTIAL PRINCIPAL COMPETENCIES WITH DESCRIPTORS

1. The principal facilitates the planning and development of curriculum and instructional goals for school staff and students. To do this, the principal:

   a. motivates students and staff to perform at high levels;

   b. analyzes student and staff needs cooperatively, and plans an appropriate program of instruction;

   c. assigns tasks necessary to implement the plans for instructional improvement;

   d. identifies and utilizes the resources available to implement the plans for improvement;

   e. reviews current educational issues, trends, research, legislation, and government activities and uses that information when appropriate for program improvement; and

   f. communicates effectively to staff and community the plans for instructional program improvement and requirements.

2. The principal monitors and facilitates the progress of programs toward established goals. To do this, the principal:

   a. collects and utilizes information concerning the students and community;

   b. monitors the progress of the instructional program improvement plans;

   c. provides information on the progress of the programs to staff and others; and

   d. adjusts assignments and resource allocations as necessary to achieve instructional program goals.

3. The principal uses supervision, staff development and performance evaluation to improve the instructional processes of the school. To do this, the principal:

   a. follows procedures consistent with the state and local Teacher Performance Evaluation Plan;

   b. identifies effective performance for staff;

   c. describes work performance in objective terms understandable by staff;

   d. encourages each individual's own suggestions for professional growth;

   e. identifies strengths and areas of performance needing growth or improvement;

    f. makes informed recommendations concerning how growth should occur; and
    g. provides regular feedback on performance.

4. The principal manages the resources of the school including personnel, finances, and facilities. To do this, the principal:
    a. organizes schedules and activities to provide maximum instructional time;
    b. allows a realistic time frame to achieve the established goals;
    c. minimizes the number of distractions from and interruptions of instructional time;
    d. minimizes teachers' non-instructional duties to provide for the maximum instructional benefit;
    e. delegates appropriate non-instructional administrative duties; and
    f. identifies required maintenance, repair, and acquisition of facilities and equipment necessary to the instructional program.

5. The principal establishes and maintains an environment conductive to learning. To do this, the principal:
    a. establishes and maintains reasonable student discipline procedures;
    b. encourages classroom practices which provide opportunities for the achievement of each student's academic potential; and
    c. establishes programs and procedures directed toward students' needs in the area of extracurricular activity.

6. The principal communicates accurately and effectively. To do this, the principal:
    a. writes and speaks appropriately;
    b. keeps staff and community informed of pertinent information;
    c. utilizes appropriate listening skills; and
    d. is receptive to the ideas of others.

For more information, contact:
Dr. Jeanne Knight
Associate Superintendent for Instruction
New Mexico Department of Education
Education Building
Santa Fe, New Mexico 87501-2786

Attachment 4

THE TENNESSEE ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM

PRINCIPAL/ASSISTANT PRINCIPAL COMPETENCIES

I. INSTRUCTIONAL LEADERSHIP

A. Establishes and implements clear instructional goals and specific achievement objectives for the school.

1. Involves teachers in developing and implementing school instructional goals and objectives.
2. Insures that school and classroom activities are consistent with school instructional goals and objectives.
3. Evaluates progress toward instructional goals and objectives and makes needed adjustments.

B. Plans, implements, and evaluates instructional programs including learning objectives and instructional strategies for the school.

1. Works with teachers to plan, modify, and implement the instructional program consistent with student needs.
2. Bases instructional program development on sound research and practice.
3. Incorporates the designated state and/or system curriculum in the development of instructional programs.
4. Develops and/or uses appropriate procedures and criteria for evaluating the instructional program.

C. Provides a purposeful school environment conducive to learning.

1. Establishes high expectations for student achievement which are directly communicated to students and teachers.
2. Establishes clear rules and expectations for the use of time allocated to instruction.
3. Supports social and intellectual activities in the school.
4. Establishes, implements, and evaluates with teachers and students (as appropriate) procedures and codes for preventing, handling, and correcting discipline problems.

D. Conducts an effective school program of utilization, induction, and evaluation of teachers and staff members.

1. Reviews and determines the utilization of personnel based on their capabilities and contributions and staffing needs as determined by school goals and objectives.

2. Provides appropriate orientation and induction programs for teachers and staff members.

3. Develops and/or implements a fair, consistent, and effective program of teacher evaluation.

4. Establishes individual professional growth plans with teachers based on evaluation results.

II. ORGANIZATIONAL MANAGEMENT

A. Develops and implements administrative procedures consistent with federal law, state school law, state board of education and local school board policy.

1. Establishes, implements, and maintains legal and workable administrative procedures.

2. Applies administrative procedures equitably and consistently.

3. Seeks and/or provides clarification, as appropriate, of federal, state, and local school system policies and rule interpretations when making decisions and/or recommendations.

B. Performs delegated management duties related to school fiscal operations, inventories, school plant facilities and equipment and keeps records within established guidelines.

1. Develops and/or implements a system of reporting, record keeping, written communication, and accounting.

2. Arranges the use of shared equipment and facilities to benefit the school program.

3. Establishes and/or implements procedures to improve, modify, and/or make repairs of school plant facilities and equipment.

4. Establishes and/or maintains safety and security arrangements for school plant facilities and equipment.

5. Administers school budget(s) in accordance with system regulations and board policies and legal requirements.

III. COMMUNICATION AND INTERPERSONAL RELATIONS

A. Develops and utilizes communication channels and manages conflict with teachers, staff, other administrators/supervisors, parents, and the community.

1. Provides for systematic, two-way communication with teachers, staff, parents, and the community.

2. Communicates with students, teachers, staff, parents, and other administrators/supervisors.

3. Manages conflict with teachers, staff, parents, and other administrators/supervisors.

B. Demonstrates respect for and works supportively with teachers, staff, and students.

1. Utilizes effective strategies for involving others in decision making.

2. Demonstrates fair and equitable treatment of all teachers, staff, and students.

3. Considers interests and needs of teachers and staff in establishing work routines and requirements.

C. Demonstrates respect for and works supportively with parents and parent organizations.

1. Provides for parent involvement in school activities.

2. Works with and supports parent organizations affiliated with school.

IV. PROFESSIONAL GROWTH AND LEADERSHIP

A. Improves professional skills and knowledge.

1. Develops professional skills consistent with his/her own responsibilities and performance.

2. Participates in non-required professional development programs and activities in order to improve his/her job performance.

3. Develops, uses, and evaluates ideas and/or innovative approaches to improve his/her job performance.

4. Takes formal coursework related to administrative assignment or advancement.

B. Takes a leadership role in improving education.

1. Actively participates in professional organizations.

2. Disseminates ideas and information to other professionals.

3. Provides leadership in identifying and solving issues and problems facing the profession.

C. Performs duties in a professional and responsible manner. (Screening only)*

1. Maintains accurate and up-to-date records.
2. Completes assigned tasks on time.
3. Arrives on time for school, meetings, and other schedule activities.
4. Manages routine business and record keeping efficiently.
5. Uses leave for its intended purpose.
6. Exhibits professional conduct while in contact with teachers, other professionals, and students.

V. BASIC COMMUNICATION SKILLS (Screening only)*

A. Writes clearly and correctly.

1. Handwrites or prints legibly.
2. Organizes written information.
3. Uses vocabulary and style appropriate to the level of the audience.
4. Uses correct grammar and mechanics.

B. Communicates oral information effectively.

1. Speaks clearly at an appropriate pace and volume.
2. Organizes oral information.
3. Uses vocabulary appropriate to the level of the audience.
4. Uses grammar correctly.

C. Reads professionally relevant literature/materials with comprehension.

*These competencies and indicators are expectations of all administrators and supervisors. They are minimum competencies/indicators which will be assessed by the candidate's superordinate prior to or during Visit A. If a serious deficiency is found in one or more of these areas, the evaluation process may be terminated at that point. However, the candidate has a right to review in this situation if he/she feels that the termination is unfair.

SUPERVISOR COMPETENCIES

I. INSTRUCTIONAL LEADERSHIP

A. Establishes and implements clear instructional goals and specific achievement objectives for the area(s) supervised.

1. Involves teachers and administrators in developing and implementing goals and objectives for the area(s) supervised.

2. Insures that program instructional goals, objectives, and activities are consistent with school system goals and objectives.

3. Evaluates progress toward school system goals and objectives.

B. Plans, implements, and evaluates instruction programs, including learning objectives and instructional strategies for designated areas of responsibility.

1. Works with teachers and principals to plan, modify, and implement instructional programs consistent with student needs.
2. Bases instructional program development on sound research and practice.

3. Works with teachers and principals to incorporate the designated state and/or system curriculum in the development of instructional programs.

4. Develops and/or uses appropriate procedures and criteria for evaluating the instructional programs.

C. Aids the supervised teachers to formulate and implement instructional objectives and learning strategies for students.

1. Helps teachers develop/select instructional objectives and sequence them in accordance with goals.

2. Helps teachers adjust instructional objectives and learning strategies to accommodate student differences.

3. Helps teachers collect, understand, and use student assessment data in the formulation of instructional objectives and teaching strategies.

4. Helps the teacher identify and implement needed changes in his/her instructional practices.

D. Seeks out and provides to supervised teachers, instructional resources and curricular materials within the limits of available resources.

1. Identifies needed resources and pursues their acquisition and effective utilization.

2. Utilizes community resources to extend the learning environment.

3. Helps to secure consultants, specialists, and other human and/or community resources for teachers as needed.

E. Provides for professional development consistent with teacher and/or program evaluation outcomes.

1. Works with teachers to assess their professional competence.

2. Provides professional development programs consistent with identified needs of teachers and students.

3. Provides professional development programs consistent with goals and objectives for the area(s) supervised.

II. ORGANIZATIONAL MANAGEMENT

A. Interprets and supports the policies established by federal law, state school law, state board of education and the local board in the area(s) supervised.

1. Develops and/or implements workable administrative procedures within the law for the area(s) supervised.

2. Applies administrative procedures equitably and consistently.

3. Assists in improving established policy in the area(s) supervised.

4. Seeks and/or provides clarification, as appropriate, of federal, state, and local policies and rule interpretations, in the area(s) supervised, when making decisions and recommendations.

B. Performs delegated management duties related to fiscal operations, inventories, program materials and supplies, program facilities and equipment, and keeps records within established guidelines for the area(s) supervised.

1. Assists in preparation and/or administration of program budget in accordance with system regulations and board policies and legal requirements.

2. Arranges the use of shared materials and supplies to benefit the instructional program.

3. Establishes and/or implements procedures to improve program facilities and equipment.

4. Develops and/or implements a system of reporting, record keeping, written communication, and accounting.

III. COMMUNICATION AND INTERPERSONAL RELATIONS

A. Develops and/or utilizes communication channels and manages conflict with teachers staff, parents, and the community.

1. Provides for systematic, two-way communication with principals, teachers, staff, parents, and the community.
2. Communicates with teachers, staff, parents, and other administrators/supervisors.
3. Considers interests and needs of teachers and professional staff in providing services and soliciting their assistance.

IV. PROFESSIONAL GROWTH AND LEADERSHIP

A. Improves professional skills and knowledge.

1. Develops professional skills consistent with his/her own responsibilities and performance.
2. Participates in non-required professional development programs and activities.
3. Develops, uses, and evaluates ideas and/or innovative approaches to improve job performance.
4. Takes formal course work related to supervisory assignment or advancement.

B. Takes a leadership role in improving education.

1. Actively participates in professional organizations.
2. Disseminates ideas and information to other professionals.
3. Provides leadership in identifying and solving issues and problems facing the profession.

C. Performs duties in a professional and responsible manner. (Screening only)*

1. Maintains accurate and up-to-date records.
2. Completes assigned tasks on time.
3. Arrives on time for work, meetings, and other scheduled activities.
4. Manages routine business and record keeping efficiently.
5. Uses leave for its intended purpose.

6. Exhibits professional conduct while in contact with teachers, other professionals, and students.

V. BASIC COMMUNICATION SKILLS (Screening only)*

A. Writes clearly and correctly.

1. Handwrites or prints legibly.

2. Organizes written information.

3. Uses vocabulary and style appropriate to the level of the audience.

4. Uses correct grammar and mechanics.

B. Communicates oral information effectively.

1. Speaks clearly at an appropriate pace and volume.

2. Organizes oral information.

3. Uses vocabulary appropriate to the level of the audience.

4. Uses grammar correctly.

C. Reads professionally relevant literature/materials with comprehension.

*These competencies and indicators are expectations of all administrator and supervisors. They are minimum competencies/indicators which will be assessed by the candidate's superordinate prior to or during Visit A. If a serious deficiency is found in one or more of these areas, the evaluation process may be terminated at that point. However, the candidate has a right to review in this situation if he/she feels that the termination is unfair.

TENNESSEE CAREER LADDER PROGRAM
ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM
Principal/Assistant Questionnaire
[Professional Staff]

Professional staff rate principals and assistant principals on a five-point scale that indicates how frequently/infrequently the principal performs the following functions.

This principal/assistant:

INSTRUCTIONAL LEADERSHIP

1. Involves teachers in developing school instructional goals and objectives.
2. Involves teachers in implementing school instructional goals and objectives.
3. Insures that school and classroom activities are consistent with school instructional goals and objectives.
4. Insures that the school's instructional program is based on sound educational research and practice.
5. Plans with teachers a variety of instructional programs to meet individual learning needs.
6. Involves teachers in implementing the school's instructional programs.
7. Works with teachers to evaluate instructional programs.
8. Communicates high expectations of academic standards to students and teachers.
9. Supports school social activities for students.
10. Supports intellectual activities for students.
11. Establishes with teachers clear expectations for time allocated to instruction.
12. Establishes with students procedures and rules for handling discipline problems.
13. Implements with students procedures and rules for handling discipline problems.
14. Implements with teachers procedures and rules for handling discipline problems.
15. Orients teachers and staff to school programs and school procedures.
16. Implements a fair, consistent, and effective program for evaluating teachers.
17. Assists teachers in developing individual professional growth plans based on evaluation results.

ORGANIZATIONAL MANAGEMENT

18. Establishes administrative procedures for the school.

19. Implements administrative procedures for the school.

20. Applies administrative procedures consistently.

21. Arranges the use of shared equipment and facilities to benefit the school program.

22. Implements a plan for improving, modifying, and/or making repairs to school facilities.

23. Assures the safe operation of school equipment.

24. Assures security of school facilities and equipment.

COMMUNICATION AND INTERPERSONAL RELATIONS

25. Provides for systematic, two-way communication with teachers and staff.

26. Provides for systematic, two-way communication with parents and the community.

27. Communicates with school system administrators, supervisors, teachers, and/or staff.

28. Communicates with parents and/or the community.

29. Effectively manages conflict with other administrators, supervisors, teachers, and staff.

30. Effectively manages conflict with parents and teachers.

31. Utilizes effective strategies for involving teachers and staff in school decision making.

32. Demonstrates fair and equitable treatment of teachers, staff, and students.

33. Considers interests and needs of teachers and staff in establishing work routines and requirements for school duties.

PROFESSIONAL GROWTH AND LEADERSHIP

34. Considers new ideas and innovative approaches to improve personal job performance.

35. Actively participates in professional organizations.

36. Disseminates ideas and information to other professionals.

TENNESSEE CAREER LADDER PROGRAM
ADMINISTRATOR/SUPERVISOR EVALUATION SYSTEM

Principal/Assistant Principal Questionnaire

[Superordinate]

Superordinates are asked to respond to these questionnaire items using a ten-point scale that identifies Career Ladder potential/ability.

This principal/assistant principal:

INSTRUCTIONAL LEADERSHIP

1. Insures that school and classroom activities are consistent with school instructional goals and objectives.
2. Evaluates progress toward instructional goals and objectives and makes needed adjustments.
3. Bases changes in the instructional program on sound research and practice.
4. Incorporates the designated state and/or system curriculum in the development of instructional programs.
5. Develops and/or uses appropriate procedures and criteria for evaluating the instructional program.
6. Establishes high expectations for student achievement.
7. Establishes, implements, and evaluates with teachers and students, as appropriate, procedures and codes for preventing, handling, and correcting discipline problems.
8. Assigns personnel on the basis of school needs as determined by school goals and objectives.
9. Regularly reviews the capabilities and contributions of personnel.
10. Implements a staff development program related to school goals and objectives.
11. Implements a teacher evaluation program that is effective for teachers and the school.
12. Uses evaluation results to improve teacher performance.

ORGANIZATIONAL MANAGEMENT

13. Applies administrative procedures equitably and consistently.

14. Seeks and/or provides clarification, as appropriate, of federal, state, and local school system policies and rule interpretations when making decisions and/or recommendations.

15. Develops and/or implements a system of reporting, record keeping, written communication, and accounting.

16. Administers school funds in accordance with system regulations, board policies, and legal requirements.

COMMUNICATION AND INTERPERSONAL RELATIONS

17. Communicates with teachers, staff, parents, and other administrators/supervisors.

18. Manages conflict with teachers, staff, parents, and administrators/supervisors.

19. Demonstrates fair and equitable treatment of all teachers, staff, and students.

20. Promotes parent and community involvement in the school program and activities.

PROFESSIONAL GROWTH AND LEADERSHIP

21. Develops professional skills consistent with his/her own responsibilities and performance.

22. Participates in non-required professional development programs and activities.

23. Develops, uses, and evaluates ideas and/or innovative approaches to improve job performance.

24. Takes formal courses/workshops related to administrative assignment or advancement.

25. Actively participates in professional organizations.

26. Disseminates ideas and information to other professionals.

27. Provides leadership in identifying and solving issues and problems facing the profession.

For more information, contact:

Administrator/Supervisor Evaluation Program
Tennessee State Department of Education
Nashville, TN 37219-5335

Attachment 5

GEORGIA SUPERINTENDENT EVALUATION INSTRUMENT AND ASSESSMENT PROCESS

Draft Six: 1987-88 Pilot Test Edition (To Be Revised)

JOB DESCRIPTION FOR SUPERINTENDENT

1. Serves as chief executive officer of the school board.
    - 1.1 Implements policies of the school board.
    - 1.2 Reports to the school board about the status of programs, personnel and operations of the schools.
    - 1.3 Recommends actions to the school board.
    - 1.4 Acts as liaison between the school board and school personnel.
    - 1.5 Informs the board about rules and regulations of the Georgia Board of Education, state and federal laws, and current trends and developments in education.
2. Acts as the educational leader of the schools.
    - 2.1 Supervises and evaluates associate superintendents, district supervisors, and principals.
    - 2.2 Oversees planning and evaluation of curriculum and instruction.
    - 2.3 Maintains a current knowledge of developments in curriculum and instruction.
    - 2.4 Prepares long-and short-term goals for the system, including student achievement.
    - 2.5 Communicates vision/mission to staff, students, and parents.
3. Oversees staff personnel management.
    - 3.1 Has a recruitment plan in place and organizes recruitment of personnel.
    - 3.2 Assigns personnel to schools and offices.
    - 3.3 Ensures administration of personnel policies and programs.
    - 3.4 Plans and implements a personnel evaluation system based on performance of employees in the system.
    - 3.5 Maintains up-to-date job descriptions for all personnel.

4. Oversees facilities management.
    4.1 Prepares long and short-range plans for facilities and sites.
    4.2 Ensures the maintenance of school property and safety of personnel and property.
    4.3 Monitors any construction, renovation, and demolition of school facilities.
    4.4 Maintains and implements policies for the use of school property.
5. Oversees financial management.
    5.1 Prepares budget.
    5.2 Ensures that expenditures are within the limits approved by the school board.
    5.3 Monitors compliance with policies and laws.
    5.4 Reports to the school board on financial condition of the schools.
    5.5 Establishes procedures for procurement of equipment and supplies.
6. Directs community relations activities.
    6.1 Has and implements a community relations plan.
    6.2 Articulates educational programs and needs to the community.
    6.3 Maintains contacts with the news media.
    6.4 Participates in community affairs.
    6.5 Involves the community in planning and problem solving for the schools.
7. Oversees pupil personnel services.
    7.1 Monitors pupil personnel services.
    7.2 Ensures adequate pupil record system.
    7.3 Implements policies and programs relating to behavior and discipline of pupils.
    7.4 Maintains programs for health and safety of pupils.
    7.5 Acts as liaison between schools and community social agencies.
    7.6 Supervises the pupil transportation system.

EXAMPLES OF ITEMS ON THE EVALUATION INSTRUMENT

TASK 1: SERVES AS CHIEF EXECUTIVE OFFICER OF THE SCHOOL BOARD.

Dimension 1.1 - Implements policies of the school board.

Sources of Documentation:
- staff handbook
- superintendents memos to the board
- reports to the board
- preparation (materials) for board meetings
- other

Dimension 1.4 - Acts as liaison between the school board and school personnel.

Sources of Documentation:
- in-house memos, newsletters
- informal minutes
- leadership meeting agendas
- provides districts with sample questionnaires
- other

TASK 2: ACTS AS EDUCATIONAL LEADER OF THE SCHOOLS.

Dimension 2.3 - Maintains a current knowledge of developments in curriculum and instruction.

Sources of Documentation:

- questionnaire to curriculum personnel
- superintendent reports on in-service activities
- attends continuing education classes and seminars
- visits schools on a regular basis
- other

Dimension 2.4 - Preapares long- and short-term goals for the system, including student achievement.

Sources of Documentation:
- questionnaires (teachers, students, parents)
- visits schools on a regular basis
- other

For more information, contact:
Mr. Gary Ashley, Executive Vice President
Georgia School Boards Association, Inc.
1240 Atkinson Road
Lawrenceville, GA 30245

Section Two

Effective Professional Staff Development

SECTION TWO
EFFECTIVE PROFESSIONAL STAFF DEVELOPMENT

After a two-year search for exemplary staff development programs, the American Association of School Administrators (AASA) concluded that the reform of staff development in American schools can be the basis for reform of education generally (Elam, Cramer, & Brodinsky, 1986). The possibilities are certainly there, especially if staff development programs for administrators go beyond the common practice of one-shot, administrative-detail-specific topics. If staff development is to spear-head educational reform, what has been learned from the research on adult learning and teacher inservice needs to be applied to the professional growth of administrators. Programs should be designed that recognize the realities of school administrators' work and provide experiences that facilitate transfer from the training room to on-the-job performance.

This section will concentrate on the components of staff development that research suggests provide the most effective and lasting experiences.

Establishing a Rationale

Defining Professional Staff Development

Professional staff development is an inclusive term. As Elam, Cramer, and Brodinsky (1986) point out, when superintendents and other leaders in education speak of staff development, they are also referring to inservice education, continuing education, on-the-job training, and professional growth. Therefore, they defined professional staff development as any activity on the part of an individual that is intended to advance the individual's professional stature and performance on the job. Professional development is goal directed; it is a deliberate effort to alter the professional practices, beliefs, and understandings of school personnel toward a congruent end (Fielding & Schalock, 1985).

The Need For Administrator Staff Development

The practical experience provided in preservice preparation is generally not sufficient for aspiring principals to experience the realities of an administrator's responsibilities before they take their first job (Daresh, 1987). A Missouri study found that most principals were not trained for the many roles they were called upon to play on a daily basis (Conference on Education, 1984). The study concluded that there is a need to provide staff development activities so that principals already in the field can increase their skills in the managerial areas that were not a part of their formal administrative preparation.

Principals' work is highly fragmented. It consists of constant interruptions, pressing crises, and unexpected problems usually involving face-to-face, verbal interactions with others. These characteristics -- brevity, variety, fragmentation, and unexpected demands -- make it difficult for others to socialize and train principals or for principals to improve their skills on their own (Peterson, 1986). The conditions of the administrator's job make individually devised professional growth extremely difficult, if not impossible, for the beleaguered administrator.

Problems With Existing Professional Staff Development Programs

Professional staff development activities take place within the *loose-coupling* context of the school environment. A concomitant of loose coupling is that which happens in one of the organizational components of schooling -- for example, instruction, administration, or student assessment -- has no predictable effect on other components. Unfortunately, staff development is typically disconnected from any overall agenda or program for school improvement, including personnel evaluation (Fielding & Schalock, 1985). In many cases, little encouragement and/or financial support is given at the district level to provide comprehensive administrator development (Caldwell, 1986). Those activities that exist are most often disjointed and modest efforts.

Staff development for principals has been characterized as a jumble of *quick fix* sessions designed to deal with specific topics (Fielding & Schalock, 1985). It is common practice for staff development programs to be topic specific, content loaded, short term, and held out of the district. These may be appropriate for awareness-level conceptual development but are not adequate for building skills or instituting substantial behavior change (Caldwell, 1986). This type of training seldom resembles the comprehensive, long-term, professional development program that is likely to significantly increase a principal's effectiveness (McCurdy, 1983). And, as a result, few principals are convinced that staff development will be either interesting or helpful to them in running their schools (Barth, 1986).

Prerequisites for Effective Staff Development

Recognition of Adult Learning Characteristics

It is essential that the characteristics of adults as learners be taken into consideration by those who are responsible for planning and implementing staff development experiences for administrators. Some of the common descriptions of adults as learners have been compiled from the literature by Blum and Butler (in press). They found that:

- Age does not reduce a person's ability to learn but may reduce the speed at which learning takes place. In addition, because of time elapsed since earlier learning experiences, adults may underestimate their own abilities to learn and/or may need additional time to adjust to new learning conditions.

- The adult learner is a person with a sense of self, bringing all previous life experiences, both personal and professional, to bear on new learning. Past experiences affect what the learner learns and are the foundation for current learning. Learning takes place best when new learnings are demonstrably tied to or built upon past experiences.

- Adult learners exist in situations separate from the learning context. They are motivated to learn by changes in their situations and learn best when new learnings apply in practical ways and/or are relevant to the changes in their situations.

- The adult learner controls what is learned, selecting new information and/or deciding how to use it, and this takes place at both the conscious and unconscious levels.

- Adults tend to be problem-centered rather than subject-centered learners and learn better through practical applications of what they have learned.

- Adult learners must be treated as adults and respected as self-directed persons. They learn best in non-threatening environments of trust and mutual respect.

- The optimum role of the adult learner in the learning situation is of a self-directed, self-motivated manager of personal learning who collaborates as an active participant in the learning process and takes responsibility for learning.

- Adults learn in a variety of ways and there is no one right method of learning.

- Continued learning depends on achieving satisfaction, especially in the sense of making progress toward learning goals that reflect the learner's own goals.

There are two adult psychological variables that require particular attention when planning staff development programs.

1. *Adults are resistant to experiences in which they may not do well or in which their self-esteem might be damaged.*

Change is almost always accompanied by uncertainty. Changing ones behavior requires commitment and emotional energy. Most adults are not willing to expend the effort if the situation threatens their image of themselves. Many principals feel that by publicly engaging in learning they reveal themselves as deficient (Barth, 1986). It is important, therefore, for professional staff development to be conducted in a supportive climate of trust, peer support, and open communication (Brookfield, 1986; Wood, Thompson, & Russell, 1981). Staff development activities that occur in an atmosphere of trust stimulate growth.

Individuals learn by new experiences; yet willingness to take risks is predicated on feeling safe and supported. Since risk-taking can result in failure as well as success, staff development programs are most likely to succeed when they encourage risk-taking by allowing for a wide range of outcomes. Staff developers should encourage open sharing of professional experiences in an atmosphere of constructive learning and should foster the development of trust by setting up activities that bring the same group of adults together over an extended period (Levine, 1985).

2. *Adults respond most favorably to learning experiences that meet some perceived need associated with the requirements of their daily lives.*

Professional development efforts should provide administrators with new behaviors or refined skills that can be directly related to the business of providing leadership (Caldwell, 1986). The development of principals should focus not only on the basic characteristics of their work and the problems of their daily lives in schools, but also on those leadership abilities which promote effective schools (Peterson, 1986). It should provide experiences in the staff development setting that relate directly to on-the-job performance. Wyant (1980) found that principals had positive attitudes toward visiting other schools, participating in small group sessions to discuss common problems and share ideas, and attending inservice activities with teachers.

Recognition of the Change Process

As administrators learn new skills, they have concerns about changing their behavior. It is important that leaders of staff development programs understand and assess the administrators' concerns and shape staff development activities to accommodate the changing concerns of the participants. Hord and Huling-Austin (1985) caution that it is tempting to believe that administrators can immediately implement new behaviors and use new skills. But the process of change is complex and the procedures for facilitating it are no less complicated. Administrators should not be expected to change their own administrative practices overnight.

The goals of staff development are changes in knowledge, skills, and behaviors. When school administrators are in a program to alter their skills or behaviors, they are required to undergo change themselves. For this reason, it is important to understand the characteristics of change that relate directly to effective professional development programs (Hord, Rutherford, Huling-Austin & Hall, 1987).

Change is a process, not an event. One of the most persistent tendencies of those who do not appreciate the complexities of change is to equate change with establishing a new staff development program, which is an event. This, in fact, was the false tenet on which staff development was based in the past. We now know that change in behaviors and skills is a process occurring over time, usually a period of several years. Recognition of this is an essential prerequisite for successful implementation of professional development programs.

Change is accomplished by individuals. A common notion in considering change is to think about it in ambiguous, impersonal terms. But change affects people, and their role in the process is of utmost importance. Therefore, individuals must be the focus of attention in implementing development programs.

Change is a highly personal experience. Individuals are different; people do not experience events collectively. Each individual reacts differently to staff development, and sufficient account of these differences must be taken. Some people will assimilate new ideas much more rapidly than others; some will engage in the process more readily than others. Growth and development will be most successful when its support is geared to the diagnosed needs of the individuals. If change is highly personal, then clearly different responses and interventions will be required for different individuals. Paying attention to each individual's progress can enhance their progress.

Change involves developmental growth. Discovered from studies of change is that the individuals involved appear to express or demonstrate growth in terms of their feelings and skills. These feelings and skills tend to shift with respect to learning new practices as individuals pass through an ever-greater degree of experience.

Change is best understood in operational terms. Administrators, and others, will naturally relate to staff development and change in terms of what it will mean to them or how it will affect their current work. What changes in their own or their staff's values, beliefs, and behavior will it require? How much preparation time will it demand? By addressing these and other questions in concrete, practical terms, staff developers can communicate more relevantly.

The focus should be on individuals. Staff development tends to be seen in terms of a new program or package -- something that is concrete. However, books and materials and equipment alone do not make change and growth; only people can make change by altering their behavior. The real meaning of any staff development lies in its human, not its material, component.

Criteria For an Effective Professional Staff Development Program

Administrative Support

Successful professional staff development requires support from administration and school boards. Development of administrators is necessary to implement educational programs and increase staff effectiveness in school districts (Caldwell, 1986; Wood, Thompson, & Russell, 1981). The level of support from district administrators must be genuine and visible (Elam, Cramer, & Brodinsky, 1986). Adequate economic support is essential, particularly to provide time for the sustained effort needed. In addition, there should be active participation as well as verbal commitment on the part of key central-office administrators to the staff development effort (Dillon-Peterson, 1981).

The most valuable ingredient in a staff development program is a written school board policy underscoring the value of professional development of all personnel. The AASA Critical Issues Report, *Staff Development: Problems and Solutions* (Elam, Cramer, & Brodinsky, 1986, pp. 28-29) includes "A Checklist: Writing a Policy on Staff Development." The checklist provides a mechanism for school boards to use to draft a staff development policy. The checklist provides nine policy elements from which to make choices. The elements include the board's responsibility for staff development, purpose and goals, who is served, types of programs authorized, types of activities possible, assignment of responsibility, nature of participation, financial support, and evaluation.

Under each of the policy elements are possible choices that help in specifying the details of the policy. For example, in *defining the purposes and goals* of the staff development program, the checklist provides the following choices:

- to improve instruction in order to raise student achievement
- to help staff develop skills needed to meet district goals
- to orient new staff members to the school and district

- to help staff implement new curriculum and instructional techniques
- to help ineffective employees
- other

Under financial support, the board policy can specify:

- annual budget allotment
- sufficient funds for materials, resources, outside speakers, salary for staff development coordinator
- funds to pay substitutes to provide release time for teachers
- sums allotted each building for its staff development program

Involvement

Staff development works best when participants take part in planning objectives and activities (Elam, Cramer, & Brodinsky, 1986). Research has shown that the most successful staff development activities are those in which participants have maximum opportunities for involvement and self-help (Levine, 1985). This allows them to personalize their development programs to meet their own special needs (Pitner, 1987). Decisions concerning the objectives, experiences, and assessment of inservice education should be cooperatively developed by those involved and affected by the development program (Wood, Thompson, & Russell, 1981).

Expressed Needs and Opportunity for Choice

Professional staff development should be based on a continuous assessment of staff needs. Need can be defined as the gap between the expected professional performance and actual performance in the work setting (Wood, Thompson, & Russell, 1981). In order for those designing staff development programs to be aware of the kind of concerns, expectations, and experiences that participants are likely to bring to development activities (Fielding & Schalock, 1985), those who are going to be *developed* should be involved in both the needs assessment and the planning of the staff development program (Dillon-Peterson, 1981). This is one way to insure that the *needs* identified by the assessment are representative of the skills in which administrators' perceive a need for greater competence. Further, improving competency in those skills should be perceived by the administrators as essential to performing their professional roles in their local school districts (Wood, Thompson, and Russell, 1981).

Staff development works best when individuals have freely chosen a particular kind of development activity (Elam, Cramer, & Brodinsky, 1986). Motivation for growth and learning comes from within; the act of choosing involvement is, therefore, important (Levine, 1985). Since staff development has a greater opportunity for success when participants are committed to change because of intrinsic motivation, the challenge for inservice planners is to design experiences that take these intrinsic motivators into consideration (Caldwell, 1986). Staff taking part in training should know what is expected of them during the activities, what they should be able to accomplish once the training is over, and how they will be evaluated (Elam, Cramer, & Brodinsky, 1986).

Continuity

Significant improvement in educational practice takes considerable time and is the result of systematic, long-range staff development (Caldwell, 1986). It is important to build on the experiences of administrators and to foster cumulative learning (Pitner, 1987). Professional development activities that are planned and organized around a theme and linked to district goals are more effective than a series of one-shot seminars (Elam, Cramer, & Brodinsky, 1986). Long-term commitment to a particular direction or program enables the learner to proceed in an orderly way from orientation to in-depth exposure to integrated practice. In addition, it is advisable to develop an in-house cadre of knowledgeable leaders who can carry on the development activities once the expert has departed (Dillon-Peterson, 1981).

Content

Professional staff development programs should contain content that addresses three major areas: (1) attitudes, (2) skills, and (3) substantive knowledge. Programs should be demanding, and set high but reasonable standards of performance for participants. They should prepare administrators to implement research findings and best practices related to carrying out their job responsibilities (Wood, Thompson, & Russell, 1981). Good programs will also include opportunities for administrators to reflect on their actions (Pitner, 1987).

Several researchers have studied program components to identify those that are essential for effecting real change in attitudes, skills, and knowledge. From their studies of staff development for teachers, Joyce and Showers (1983) identified the following components of effective development programs:

- presentation of theory or description of the new skill or strategy;
- modeling or demonstration of skills or strategic models;
- practice in simulated and actual settings;
- structured and open-ended feedback to provide information about performance in the practice; and
- coaching for application, and the follow-up work to help with the at-home implementation of the new skill and/or knowledge.

According to Joyce and Showers, these components vary in their importance in assisting participants to transfer new information or skills to real-life professional situations. The evidence is strongest that modeling and feedback are most effective. They hypothesize, however, that the combination of all five components has the greatest power.

Stallings and her colleagues (1978), identified another set of components of effective development programs:

- pretest -- the diagnosis of current level of expertise vis-a-vis the new knowledge/skill;
- inform and discuss -- new material is presented and time is made available for participant discussion;
- guided practice and feedback -- the application in a simulated setting with direct comment in response to the practice; and
- post-test -- the rechecking of participant level of knowledge/skill to ascertain whether learning has taken place.

Through a review of research, Sparks (1983) created a combined list of components:

- diagnosing and prescribing -- the pre-program assessment of participants' needs and ways to meet them;
- giving information and demonstrating its application;
- discussing application;
- practicing and giving feedback; and
- coaching.

Each of these researchers offers design components for successful staff development. While there are variations, all three emphasize a systematic approach that moves participants from awareness of the new learning through transfer and application. Such a process promotes long-term behavior change.

Process: Forms of Staff Devlopment

Professional staff development comes in many forms. Two-hour lectures, three-day conferences and year-long courses can all be considered staff development. It can take place in the workplace or away from the place of work; it can be required or voluntary; it can be offered by an organization or sought independently by an individual. Generally, however, three types of staff development are most common (Table 1; cited by Lutz, 1987, p. 179).

- Information transfer: Participants receive information about new approaches, techniques, requirements, etc.
- Skill acquisition: Participants are taught a way to do something.
- Behavior change: New information and/or skills are taught with the expectation that participants will apply the new learning and change their behaviors.

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Table 1

Features of Three Types of Inservice Education

Feature	Information Transmission	Skill Acquisition	Behavior Change
Time Frame	1-3 hours per session	Multiple sessions of 2-3 hours	Multiple sessions of varying lengths
Location	Available meeting or conference sites	Usually school based; occasionally conference sites	School based, home, school or district
Content	Generally unrelated, self-contained, independent topics	Most presentations part of sequence, some independent topics	Interdependent presentations linked by common purpose
Audience Size	No upper limit	Determined by ratio of session leaders to participants	No upper limit
Presentation Style	Lecture, demonstration or panel with passive audience	Demonstration, practice, feedback, active participation	All styles, both active and passive participation
Evaluation	Rating of usefulness enjoyability	Demonstration of the skill	Measurement or of change in teaching behavior and degree to which project objectives are met

(cited in Lutz, 1987)

Of the three, the most long-lasting effects are derived from the behavior-change type of staff development program.

Process: Demonstration, Practice, and Feedback

Professional development should provide opportunities to select, adapt, and try out new professional behaviors in real and simulated work settings (Wood, Thompson, & Russell, 1981). Adults have much to contribute in any training situation from the rich resources provided by their experiences. This makes experiential techniques, such as discussion or problem solving, effective devices for adult learning (Brookfield, 1986).

Three conditions necessary for the development of job-related skills in most vocations and professions are (1) the demonstration of the skill or its modeling in settings that simulate the workplace; (2) opportunities for practicing the skill; and (3) productive performance-based feedback (Pitner, 1987). Demonstration or modeling of a skill can be done in a varitey of ways. While it may be difficult for a group of administrators to observe the skill under actual conditions, videotapes are effective substitutes. Simulations or role play are also viable methods for demonstrating skills. Opportunities for practice should follow immediately after the attainment of a new skill (Dillon-Peterson, 1981: Joyce & Showers, 1983). The closer the staff development setting approximates the workplace the more transfer is facilitated (Joyce & Showers, 1983).

In addition to taking part in demonstrations or supervised tasks, individuals also need to receive constructive criticism (Elam, Cramer, & Brodinsky, 1986). Feedback about performance greatly facilitates skill development (Joyce & Showers, 1983). Feedback should provide an opportunity for learners to engage in considerable reflection about the purpose of the skills being learned, as well as the ways in which those skills are congruent with their understandings of and personal definitions of leadership (Daresh, 1987).

Process: Collegiality and Coaching

Effective staff development provides an opportunity for adults to share their expertise and experience. Affiliation -- that is, joining with others in a common endeavor -- can be a strong incentive for participation in staff development activities (Caldwell, 1986). Those activities in which participants share and help each other are more likely to attain their objectives than those in which participants work alone (Elam, Cramer, & Brodinsky, 1986). When the development of interpersonal relationships is encouraged and adults talk with one another about their work, feelings of isolation are reduced. Adults who work in schools seldom have the chance to share their experiences in contexts where they will be valued rather than evaluated, but when they do, they report feeling energized, empowered, supported, and validated (Levine, 1985). It should not be assumed, however, that simply putting peers together is sufficient. Provision should be made for developing those who will model behaviors or coach others (Pitner, 1987).

The Peer-Assisted Leadership (PAL) program developed by the Far West Laboratory for Educational Research and Development (Barnett, 1985; Barnett & Long, 1986) uses a process of *shadowing* and *reflective interviews* to help principals become better instructional leaders. After selecting partners with whom to work, the principals learn how to *shadow* and conduct *reflective interviews*. The program's goals are to: help principals develop skills they can use to analyze their own and other principal's management behaviors; give participants opportunities to observe how others lead their schools; provide support systems for principals; and help principals integrate the PAL framework of instructional leadership into their own schools. The PAL framework is outlined in Figure 1 (Barnett & Long, 1986).

Professional staff development programs should also provide mechanisms for follow-up assistance to participants after they have been trained (Wood, Thompson, & Russell, 1981). Wherever possible, new administrators should not be left to solve their problems in isolation from their colleagues (Daresh, 1987). Joyce and Showers (1983) consider it essential for trainers to assist participants in developing self-help teams that will provide coaching. Ideally, *coaching teams* are developed during the training program. Coaching has four major functions (Joyce & Showers, 1983, pp. 19-20):

- The provision of companionship. It provides interchange with another human being over a difficult process. The coaching relationship results in the possibility of mutual reflection, the checking of perceptions, the sharing of frustrations and successes, and the informal thinking through of mutual problems.

- The provision of technical feedback. In the course of training, team members learn to provide feedback to one another as they practice their new skills.

- Analysis of application and extending executive control. During the transfer period one of the most important things the participant learns is when to use a new model appropriately and what will be achieved by doing so.

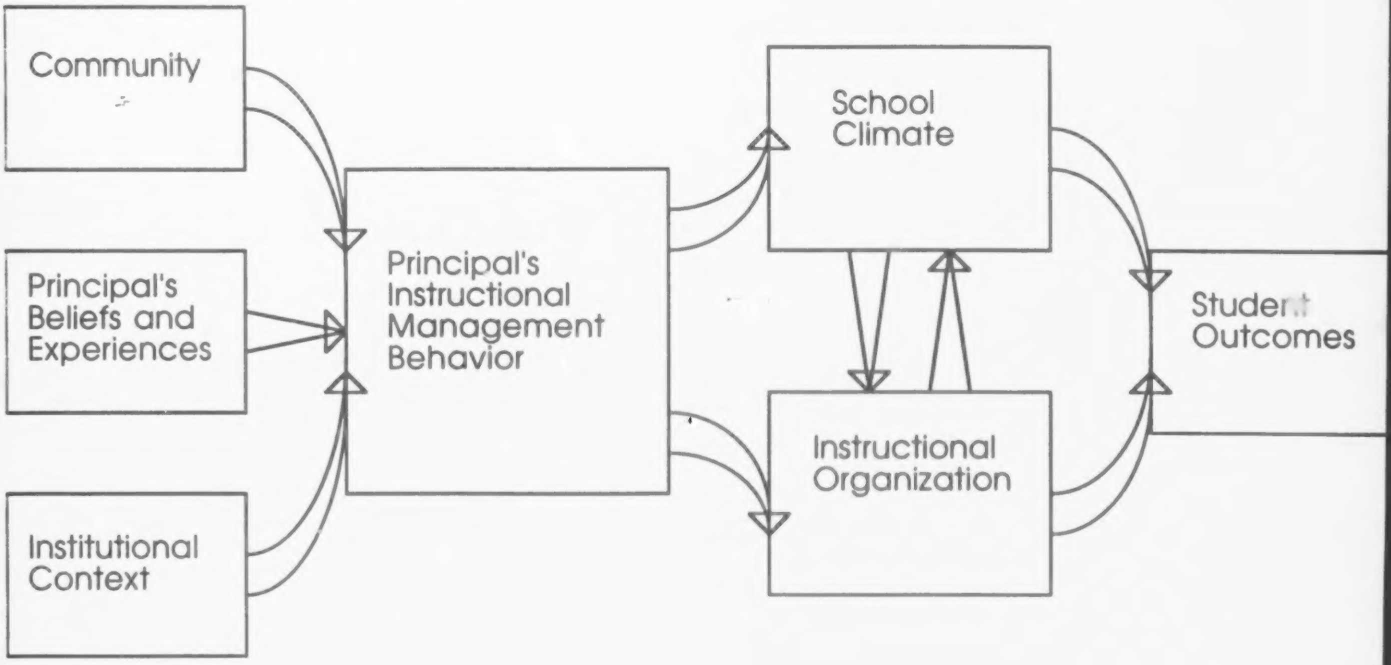
In an analysis of 56 studies of teacher training, Joyce and Showers (1983) found that when coaching was added to the inservice experience, participants had a high level of implementation; when coaching was omitted, transfer of the training experience was inconsequential.

Executive Control and Transfer

Joyce and Showers (1983) assert that experiential learning facilitates gaining *executive control* over ideas and skills acquired in a training setting. Where professional competence is determined by the ability to make decisions based on judgement, the effective use of a skill depends on *executive control* -- that is, on understanding the purpose and rationale of the skill and knowing how to adapt it, apply it, and blend it with other approaches to develop a smooth and powerful whole.

The achievement of executive control may require extensive amounts of new learning that can only be accomplished through practice and vertical transfer of learning. Horizontal transfer occurs when a skill can be shifted directly from the staff development situation to the workplace. Vertical transfer occurs when the new skill

Figure 1: The Principal's Role in Instructional Management


Community
Principal's Beliefs and Experiences
Institutional Context
Principal's Instructional Management Behavior
School Climate
Instructional Organization
Student Outcomes

From:

Barnett, B., & Long, C. (1986). Peer-assisted leadership: Principals learning from each other. *Phi Delta Kappan, 67* (9), 672-675.

cannot be used to solve problems unless it is adapted to fit the conditions of the workplace -- that is, additional learning is required before problems can be solved effectively. This additional learning involves adapting the skill to on-the-job situations and has to occur in the work setting. In fact, the major outcome of a staff development program should be the participant's clear understanding of the amount of new learning that is necessary to achieve full transfer to the workplace (Joyce & Showers, 1983).

The difficulty with which transfer is made depends on the degree to which the new skill disrupts existing patterns of behavior. The greater the degree to which a new skill fits into familiar patterns, the less of an adjustment is needed. When the conditions of the workplace are sufficiently different from training situations, the participant does not leave the training session with a new skill completely ready for use. It has to be adapted for use under workplace conditions. Learning to use a new skill involves greater effort than using a familiar one, and, until executive control is achieved, the use of the new skill can be confusing and distressing. The discomfort created by trying to use a new skill reduces the pleasure of practice and leads to avoidance as long as using the new skill is more painful than continuing to use the familiar one. Successful transfer requires a period of effort during which the skill is practiced appropriately in the workplace until it is as comfortable as the rest of an individual's behavior repertoire (Joyce & Showers, 1983).

An Example: Maryland Professional Development Academy

The Maryland Professional Development Academy (MPDA) is an example of a state-sponsored program that has incorporated most of the criteria described above. The MPDA offers continuity in nine, year-long Institutes for building-level leaders (Hammond & Foster, 1987). Designed to improve educational leadership in Maryland's 24 school systems, each MPDA Institute serves 25 to 30 participants. The content of the Institutes offers a wide range of activities that help principals develop a conceptual framework and attain new skills that will transfer to their own work places.

Each of the nine, year-long Institutes begins with a one-day planning workshop at which a coordinator outlines the institute's objectives and participants work together to relate their own development needs to the institute topic. This planning workshop provides the focus for the rest of the training experience. Principals attend a five-day retreat in the summer conducted by the institute coordinator and expert trainers. During the summer training, principals begin to develop individual action plans for using their new skills and develop collegial relationships that provide the basis for a principals' network throughout the state. They form self-selected networking teams of four to eight that meet monthly during the school year to share problems and concerns. There are two additional two-day sessions during the year to help principals continue to develop their skills and to assess progress on the action plans.

On assessing their need for further development on a particular Institute topic, one team of principals contacted other participants from their previous Institute activities and found agreement on the need for further staff development on that topic. The state provided a small grant to allow the participants to plan a second year on the same topic. The group's objectives were to bring together again the original group for joint problem solving and to learn about the latest research. Participants also wanted to work on their presentation skills with further practice and feedback so that they could provide staff development in their own school districts.

As Hammond and Foster (1987, p. 44) concluded:

> Many programs that try to support administrators' skill development set them adrift in a sea of piecemeal workshops, readings, and courses. One-shot speakers come and go, leaving the principals ... with little real direction for making their schools better. In contrast, the conceptual framework provided by the state sponsored institute empowered 25 principals to become partners, taking control of and designing their own development. As colleagues they risked the discomforts and discontinuities of change. Their support of one another has enabled them to improve their schools.

Planning and Implementing a Staff Development Program

Guidelines for Effective Programs

Research on effective staff development suggests there are certain practices that contribute positively to learning new skills or knowledge and that facilitate to their transfer to on-the-job performance. Blum and Butler (in press) make suggestions about program content and design, based on research results from studies of staff development.

Program Content. Staff development is more effective when:

- Programs are planned in response to assessed needs of the participants, and content matches the current developmental level of participants.
- Participants are clearly expected to be actively involved in learning and to take responsibility for their own learning: self-directed learning is emphasized.
- The program takes into account that participants will have different concerns at different stages in the process of change.
- There are clear, specific goals and objectives related to implementation.
- The use of new behaviors is made very clear and applicability to individuals' home situations is understood.
- Content is research based and is tied to student performance.
- Content is concrete and aimed at developing specific skills rather than just introducing new concepts. The theoretical basis or rationale is part of the content about new skills.
- Between-workshop content, such as observation, visitation, and discussion, is included to facilitate implementation.

- Preparation for evaluating application and/or implementation is built into the program.

Program Design. Staff development is more effective when:

- Development takes place in more than one incident, and incidents are spaced over time.
- Activities are conveniently scheduled to avoid interfering with ongoing job requirements of participants.
- Development activities take place at a convenient location.
- There is administrative support for the effort.
- Trainers have credibility with the trainees.
- Participants are involved in planning, development and presentation of the training program.
- Content is presented in a variety of modes and through a variety of activities, including opportunities for both individual and whole-group instruction and small group discussion.
- Complex knowledge and/or skills are introduced gradually, with the understanding that the more complex the content, the more time is needed to learn and practice it.
- There is reinforcement of learning both within the program and as part of the followup.
- Opportunities for collegial learning are integrated in the program: participants work with and learn from each other.
- Readiness activities or self diagnosis are included at the beginning of the program to ascertain current participant skill levels.
- New material is presented and then modeled in the course of the program.
- There are opportunities for practice and experimentation in non-threatening situations so participants can receive non-threatening feedback on something they produce (a presentation, a product).
- A follow-up component provides support and/or assistance in the actual implementation and application of the new knowledge/skills and includes some type of accountability to ensure that implementation actually takes place and application is maintained.
- The process provides for mutual adaptation between the new information and requirements and the situation: the learner is able to adjust personal behavior and adjust the situation to fit the new behavior.

A Checklist for Planners

Staff Development: Problems and Solutions, an AASA Critical Issues Report (Elam, Cramer, & Brodinsky, 1986), includes a checklist of the various measures a school district might consider when planning and implementing a staff development program. While the focus of the AASA checklist was on teacher staff development, many of the items are relevant to a staff development program for administrators. The following list has been adapted from the AASA publication (pp. 18-19). It is not suggested that all of the items should be included in any one program. The checklist simply provides various possibilities to be considered.

Planning

___ Schedule staff development day(s) in the school calendar

___ Plan staff development activities for administrators with involvement of administrators

___ Conduct needs assessment surveys to establish basis for staff development courses and offerings

___ Gear staff development to district goals

___ Evaluate staff development activities, using findings for further planning

Administering and Maintaining

___ Establish staff development/leadership academy

___ Employ staff development director or coordinator

___ Maintain staff development office

___ Publish districtwide newsletter on staff activities

___ Maintain faculty library stocked with professional books, magazines, audiovisual materials

___ Maintain a resource center suitable for study, conferences, research

___ Publish annual or semester catalog of courses offered by colleges and universities, the district academy, or staff development coordinators

Instruction and Staff Development

___ Employ trainers, consultants, and specialists to work in the district on a scheduled basis

___ Provide consultants and subject matter specialists to work with administrators and supervisors on topics of identified needs and to conduct workshops and seminars

___ Provide systematic development for superintendents to enhance their skills for evaluation of principal performance

___ Provide systematic development for administrators to enhance their skills in clinical supervision

___ Provide systematic development for administrators to enhance their skills in conducting conferences

___ Provide orientation for administrators new to the school system

___ Contract with colleges and universities to offer courses for administrators

___ Use the district's administrators as resource persons for staff development activities

___ Use resources and specialists from industry and business to assist in staff development

___ Use resources and specialists from community, government, and civic agencies to assist in staff development

___ Encourage visitation of administrators to neighboring schools or districts to observe master administrators

___ Use resources of professional associations that offer professional development programs

___ Establish fund for travel to conventions, conferences, and meetings

___ Establish fund to provide for retreats

___ Have policies encouraging membership of administrators in professional organizations and attendance at professional meetings

___ Encourage staff members to submit articles to professional journals and local publications

___ Recognize, praise, reward outstanding administrators

___ Set aside time at staff meetings for professional topics (more than routine business), with presentations by guest lecturers

___ Conduct quality circles for administrators

___ Nurture collegiality among administrators

___ Designate mentor administrators to assist newcomers and to help ineffective administrators

Criteria for Analyzing Staff Development Programs

Research on the principalship, adult learning theory, and professional development all provide insight into the nature of successful development programs for nurturing school leadership. A composite of key elements from these sources provides the criteria for analyzing development programs.

The criteria for program analysis are organized into three major areas: Program Content, Program Delivery Model, and Post-Program Followup. These criteria reflect Blum and Butler's (in press) selections of the strongest descriptors of successful school administrator development programs:

Analysis Criteria

I. Program Content

1. Are program goals and operational objectives clear?

2. Is program content derived from research?

3. Is program content relevant, useful, and applicable by:

    - building on prior experience,
    - relating to home situations?

4. Does content focus on building school leader knowledge about and skills for applying knowledge to establish and maintain:

    - clear vision,
    - clear improvement goals,
    - positive climate and culture,
    - quality curriculum and instruction,
    - monitoring of school performance?

5. Does the program include participant evaluation and accountability?

II. Program Delivery Model

6. Is the program delivered in more than one incident over an extended period of time?

7. Does the model include presentation of new material, demonstration, practice, feedback, and followup for evaluation/accountability?

8. Are there readiness activities as the program begins and is complex new material presented incrementally with repeated checking for understanding?

9. Does the model include a variety of instructional modes and activities (individual and group learning, lecture, discussion, video, and/or role play, etc.)?

10. Do participants learn collegially with and from each other?

III. Post-Program Followup

11. Is there systematic long-term followup to reinforce and monitor new behaviors, to assist in implementation and/or to provide support in transferring new knowledge/skill to the home situations?

12. Is there participant accountability for implementing the new knowledge/skills?

13. Do participants receive feedback as a part of the follow-up activity?

Conclusion

There are several points that bear repeating to emphasize the importance of structuring professional development activities in ways that will assure that the desired behavioral change actually occurs. There is a body of research on effective staff development that makes the following points:

1. Those who plan and implement staff development programs should be aware of the principles of adult learning.

2. Staff development calls for change and change is a highly individual process.

3. The critical components of effective staff development include administrative support; participant involvement and choice; content that addresses knowledge, attitudes, and skills; program continuity; a process that includes diagnosis, presentation of information, demonstration, practice, feedback, and coaching; and the facilitation of executive transfer.

The Rise of Principal Centers: A Particular Staff Development Strategy

In 1981, the Harvard Principals' Center opened as an alternative to traditional staff development activities provided to school administrators. At that time, the importance of the principal was a consistent theme in the professional and public press, and a proliferation of studies were documenting the roles and responsibilities of effective and ineffective principals.

Concurrently, studies of staff development were producing new insights, findings, and theories that illuminated the requirements for effective staff development. In addition, concerns about the needs for change in schools stimulated a simultaneous focus on the principal, as a person in an influential position to mobilize a school for change, and on staff development, seen as a vehicle for helping principals and teachers learn new skills and behaviors in order to improve schools.

These factors contributed to the rapid increase in principals' centers. In 1984, a conference named "The Conversation" was convened for persons involved in principal-centered activities in the U.S. From fifteen states and twenty-two centers, sixty persons attended to share their successes and problems. The second annual convention attracted more than one hundred persons who came generally from centers established by universities, state departments, and school districts. A hotly debated issue at this meeting was the desirability of structured versus unstructured learning activities for principals, and a related argument about the relative merits of training versus development. These issues reflect the principal center movement in its infancy, experiencing the growing pains of evolving a philosophy. The Conversations (the annual meetings) themselves reflected these same issues, as the 1985 meeting was very tightly structured (to many attendees' chagrin); the 1986 meeting was very loosely structured so that participants might engage in their own creative interactions (to many attendees' chagrin); the 1987 meeting appeared to be a finely designed balance of structured information sharing and applications sessions, and unstructured time for impromptu discussion.

If the annual meeting of persons involved with principals' centers was finding its *modus operandi*, various centers were experiencing their own successful and unsuccessful development. For example, stimulated by their experiences while attending a summer Harvard Principals' Institute, a small group of principals in the Washington, D.C./Virginia/Maryland area formed a "network" to meet every month or two to discuss topics of interest to all. "We have taken it upon ourselves to deal with the matter of collegiality, knowing that we need relationships with our own kind and believing that we ourselves know the issues we should be addressing. We also know that we have the wherewithal in our own ranks to provide renewal and information, and we have decided to do something about our own professional development" (Thoms, 1987, pp. 8,10). This "principal center" represents very well the spirit and intent of these "organizations."

An unsuccessful attempt to reach a similar principal center goal was undertaken by principals and associated colleagues in the capital city of one of the southwestern states. Across several years, persons, again stimulated by a summer Harvard Institute, grappled with ideas and structures, trying to find support and assistance to launch a center. Although one official meeting with a speaker (and barbecue) materialized, the center did not. Thompson (1987), quoting Director Lonny Nash of the Maryland Professional Development Academy, suggests:

1. Start slowly. Develop specific goals and attack them in a systematic way.
2. Focus on two or three things that you can do exceptionally well, and then build upon your success.
3. Base your program on the identified inservice needs of administrators (p. 13).

And Thompson (1987), quoting Lee Grier, the director of the North Carolina Leadership Institute for Principals, provides "helpful hints" for new academies and institutes (note: principal centers fly the flags of "institute"/"academy"/"center"):

1. Make sure that the staff represents the client group.
2. Develop long-range plans for growth.
3. Start small to ensure success. Then build upon your success.
4. Offer a variety of programs and cover the levels from awareness to acquisition of competency (p. 12).

What do principal centers look like? What are their programs? What do they offer? In a recent issue of the *NASSP Bulletin*, several reports of centers are spotlighted.

Georgia Principals' Institute (Richardson & Robinson, 1987, pages 20-22).

The Bureau of Research and Service of Georgia State University established the Principals' Institute "through implementation of the NASSP Assessment Center to provide relevant data for principal selection (preservice), development activities for current principals (inservice), and research and dissemination activities (service to the profession).

Principals are actively involved in the development and implementation of services provided by the Principals' Institute. They serve on advisory boards and task forces, and are the primary resource for programs sponsored by the Institute.

The development component of the Principals' Institute was designed to provide a systematic approach to inservice activities for principals. This component provides development activities in three general areas:

- Skill development, which emphasized the 12 NASSP assessment dimensions;
- Personal renewal, with activities ranging from one-on-one tutoring to a six-month seminar series; and
- Professional exchange, which provides a forum for sharing successful practices.

Principals are actively involved in the governance and implementation of the development component. A principals' advisory board sets goals for the year. Outstanding principals are identified by the advisory board to serve as workshop presenters, role models for beginning principals, and resources for principals who want to observe successful programs in action. A variety of presentation and learning environments are stressed in planning development activities to accommodate learning needs and time constraints.

Principals' Center at Harvard University (Barth, 1987, pages 23-29).

"At the Principals' Center, school practitioners play a major role in their own development, just as they play a major role in the development of their schools. School people carry within themselves insights into areas such as leadership, curriculum, staff development, child psychology, and parent involvement, which are seldom explicit for them, let alone accessible to others. A major purpose of the Center is to make these resources more widely available to improve schools".

> To effectively use the principalship as a vehicle for school improvement, principals need external support systems -- support from other principals, from the central office, from universities and professional organizations. The Principals' Center is finding ways to support principals so they may better pursue their own goals as educational leaders.
>
> An advisory board of 18 Boston area principals and four Harvard faculty members determines the program of the Center, making decisions about themes, formats, and resource persons. Workshops are held two or three times each week around issues such as "The Principal's Role in Teacher Supervision," or "Addressing Issues of Diversity in Schools." Expertise for these sessions is drawn from our membership and the advisory board, as well as from the university community and from outside consultants.
>
> The Center is asking an important question: Under what conditions are principals likely to become active life-long learners so they may develop the skills that will assist them in fulfilling their important place as moral and instructional leaders in their schools?
>
> If the Center can devise ways to help principals reflect thoughtfully and systematically upon their work, analyze that work, translate their thinking into spoken and written articulation, and engage in conversations with others about that work, they will better understand their complex schools, the tasks confronting them, and their own styles as leaders. Understanding practice is the single most important condition for improving practice.
>
> Above all, the Principals' Center is important for offering an example that legitimizes an idea -- that there are conditions under which principals will voluntarily engage in activities that promote their

growth as leaders in school improvement. Principals can indeed become learners and thereby leaders in their schools.

Alaska Principals' Center (Hagstrom, 1987, pages 30-34).

> Much of the principal's life in rural Alaska is similar to that of administrators everywhere. The pressures are similar, approaches are the same, and the everyday tasks are not unlike those of school leaders all across America.
>
> Alaska is a vast land. Some school districts are as large as the state of Kansas. Principals may have to travel two hours by small airplane to reach the central office. They may be required to repair school plant equipment on a regular basis, see to the physical and emotional health needs of an entire community, and make do with whatever teaching resources are available in the remote site location.
>
> And, Alaska is a multicultural land peopled with amazingly different groups of men and women. Rural principals here are engaged in the task of ensuring that schooling makes sense amid that diversity.
>
> While tales about the harsh weather conditions, the geographic distances between school sites, and the ingenuity and bravery required for mere survival make interesting reading, such stories are not the essence of current and significant schooling accomplishments in rural Alaska.
>
> Because of the geographic and distance challenges, ... principals of Alaska's rural schools often feel isolated and disconnected from one another. Until recently there have been few opportunities for professional growth and development. Leaders in the small rural schools were pretty much on their own. However, that situation is changing, and there are a number of positive new developments that link school leaders and promote improved schooling practices across the state.
>
> Alaska has pioneered the use of technological bridging, which has helped connect people for more than two decades. High technology, present in this state sooner than in many areas of the world, has held great promise for the art of people bridging here in Alaska. Now that promise has moved more fully into reality, the quality of interactions among people is beginning to match the high state of the technological art. This improved quality of 'people-connecting' is seen most clearly in the new linkages now being made among the principals of Alaska's rural schools.
>
> As a result of a small meeting of principals held on the campus of the University of Alaska-Fairbanks during the summer of 1985, plans were made to link school leaders from the most sparsely populated areas of the state using a scheme that incorporates three quite different forms of 'people connecting.' First, knowing that it is essential for participants to have opportunities to engage one another in face-to-

> face discussions about common problems and concerns, ways were developed to encourage village principals' attendance at one, and in some cases two, state education meetings in Anchorage.
>
> Second, an audioconference network was established so that principals could be connected within regions, and, on occasion, across the state. Third, a "Workshop on Successful Small School Practices" is scheduled each year in June on the campus of the University of Alaska at Fairbanks.
>
> At this workshop, participants have the opportunity to celebrate the year's activities, engage in meaningful conversations with one another, and plan a cycle of events for the coming year. These three activities have created Alaska's version of a principals' center.
>
> Alaska's small school leaders know that having at least one time each year when they can have close-in, grassroots, down-home conversations with one another is a prerequisite to all else. None of the new technology will work if the people don't have an opportunity to be together on a face-to-face basis first. Audioconferences are good ways to connect if the persons have already been 'connected'.

Texas A&M University's Principals' Center (Erlandson, Hinojosa, and MacDonald, 1987, 35-37).

> Texas is a land of great diversity that has been a rugged host to a succession of equally diverse and rugged people. The interaction of these people with the land and with each other has produced a set of subcultures within the state. The Rio Grande Valley, the Panhandle, the Golden Triangle, the Piney Woods, the Hill Country, and the Permian Basin are bound together only by their common identification with Texas. The schools and the principals who lead them reflect the differences of the land and the people who support them.
>
> The ultimate purpose of a Principals' Center, as it is conceived at Texas A&M University, is to serve principals by providing them with the orientation, skills, and understanding that will enhance their position as instructional leaders in their schools. This common need of principals has been demonstrated and intensified by recent legislation and social events that threaten the principal's capacity for leading the school.
>
> What are the right conditions for an effective Principals' Center? At Texas A&M University we have a series of general strategies that seem to serve principals from diverse settings. One of the first strategies devised by the congress of principals was the Principals' Center Summer Academy ..... The primary objective of the Summer Academy was to give the participating principals the vision and skill to turn current legal mandates and social pressures into tools for their own instructional leadership. This intensive six-day experience

was followed by an equally intensive three-day Fall Academy in November for those principals who were able to return.

The Summer Academy led to another continuing strategy of the Principals' Center: the regional clusters of principals. Distance and diversity operate against the notion of a centralized collegial support system for principals, yet face-to-face contacts with other principals operating under similar conditions are considered an essential component of an effective Principals' Center.

From the membership of the Summer Academy were formed nine regional clusters that have, with encouragement and support from congress and staff members, functioned semi-autonomously in providing support to the principals in their regions. Each of these clusters has determined its own course based on the needs identified by its own constituents.

Baylor University Principals' Center (Estes and Crowder, 1987, pages 37-40).

The [Baylor] Principals' Center serves an area of approximately 15,000 square miles. This large area requires that we offer our programs in three locations to give our entire membership easy access to meetings.

The Center is governed by a program advisory board made up of area principals, representatives from the university, and representatives from the local Education Service Center. The board is divided into three parts, each of which serves one of the three geographic regions. The board provides leadership and program suggestions for the Center, and helps to determine appropriate times, places, and consultants for the various activities.

The Center serves school administrators in a variety of ways. First, we foster a sense of collegiality and involvement on the part of the members through what we call "collegial circles." Second, we provide opportunities for interaction between principals and representatives from the Texas Education Agency. Third, we offer quality programs for state-mandated training in instructional leadership. Fourth, we coordinate a series of principals' seminars. Finally, we encourage our members to interact with each other at meetings.

Collegial circles are based on the premise that administrators can learn from one another and help each other solve problems if they talk to each other about them. The concept has been developing during the past two years, and this year we will implement a program that combines the leadership aspect of the Center with the small-group learning aspect of the circles.

The Center also provides a forum for the dissemination of current information. With the educational reforms occurring in Texas, there is a real need for up-to-the-minute information from the state education agency. This information is provided at meetings where people such as the commissioner of education, the deputy commissioner of education, and the general counsel for the Texas Education Agency discuss the latest policies with the administrators of Central Texas.

These meetings also allow local administrators to give feedback to state officials on the effect that the reforms have on the schools. Other speakers include superintendents and principals who have developed exemplary programs in some particular area of interest.

The Principals' Center also provides high quality programs that meet the criteria for the state-mandated training of administrators. During the 1985-86 school year, all certified administrators were required to complete 36 hours of training in instructional leadership. People who received this training are now required to complete 12 additional hours each year. Each new group of administrators will be required to participate in the initial 36-hour training.

In the future, all administrators will also be required to participate in a 36-hour management training program. The Baylor Principals' Center offers the instructional leadership training now, and will offer the management training when the time comes.

State-mandated training offers an interesting challenge to the Center leadership. Some members are very supportive of the program, and look upon it as a way to improve themselves professionally. Others merely tolerate the training, with the understanding that it is required and there is no good to be gained by expending energy complaining. Others do not appreciate the fact that they are expected to participate in the training, and identify the Center, rather than the state, as the source of their frustration. Our goal is to allow the positive people in the Center to develop momentum that will help the others move forward in a healthy and professional way.

The fourth regular activity is a monthly principals' seminar. The seminars are led by principals who have been identified as having expertise in the area to be discussed. Topics include teacher appraisal, instructional strategies for special needs groups, discipline, and other issues that are generated by the principals themselves.

Meadow Brook Leadership Academy (Pine, 1987, pages 44-50).

Meadow Brook Leadership Academy is an organization that reflects the collaboration of several institutions and groups in the southeastern Michigan and Detroit metropolitan area: Oakland University, Macomb Intermediate and Oakland Intermediate School Districts, and professional associations of principals, curriculum directors, and superintendents in Oakland and Macomb Counties. The purpose of the Academy is to provide continuing education and professional development opportunities for school administrators.

The initial concept of the Academy featured elements of flexibility, adaptability, responsiveness, and multiple approaches and formats. The Academy would offer one-day seminars, weekend workshops, week-long institutes, short-term courses and conventional noncredit courses, continuing education units, or graduate credits. The faculty would be drawn from school administrators, regional and national consultants, university faculty from a variety of disciplines, and business and industrial managers.

The initial venture of the Academy was to be a series of 10 or 12 one-day workshops. Participants who completed 7 of the workshops would receive a Leadership Academy Certificate. The audience for the Academy would be principals, assistant superintendents, superintendents, and other school administrative personnel.

The mission of the Principals' Center is to support elementary and secondary principals in their efforts to improve schools by providing them with a program of professional development activities that:

- Encourage different ways of thinking about common problems
- Transform school problems into opportunities for school improvement
- Encourage clarification of assumptions guiding practice reflection
- Offer opportunities for shared problem solving and reflection
- Provide a context of mutual support and trust in which personal and professional renewal is established and developed
- Improve educational leadership and management

To accomplish its mission the Principals' Center organizes its activities on the basis of identified needs to address three general program areas:

- Instructional Leadership including curriculum and instruction, staff development, evaluation of instruction, instructional planning and design, and instructional observation, diagnosis, and supervision.
- Management Skills including planning, problem solving, decision making, organizing, leadership approaches, needs analysis, goal setting, and interpersonal and communication skills.
- Self-Renewal including stress management, speaking, writing and listening skills, and assertiveness training.

Planning and policy questions for operating the Center were derived from 15 principles of adult development and staff development:

1. Individuals have an inherent drive toward competence. The

drive toward competence is central to understanding growth and tied to feelings of self-worth and efficacy.

2. Growth, learning, and change involve some disequilibrium, discomfort, and anxiety.

3. Trust is a cornerstone of learning and adult development.

4. Individuals learn best when they are active and involved rather than passive.

5. Mentoring is a powerful component of development.

6. Growth and development involve and institutions yield the widest and deepest sources of expertise and skill for professional development.

7. Individuals have different concerns, preoccupations, strengths, and liabilities at different ages. Individuals at different developmental stages have varied capacities and needs, and have different developmental tasks to confront.

8. Individuals have different styles of learning.

9. Programs in which practitioners help each other to plan and conduct activities are more effective than programs created by outside personnel.

10. Individualized programs are more effective than programs based on common activities for all participants.

11. Programs in which practitioners can choose goals and activities for themselves are more successful than those having goals and activities determined by others.

12. Programs in which participants share and provide mutual assistance are more likely to succeed than those in which participants do separate work.

13. Programs that emphasize demonstrations, supervise behavior, provide feedback, and offer skill and concept modeling are more effective than those that present only ideas.

14. Programs that are responsive, energetic, innovative, challenging, and which maintain a sense of vitality offer the most engaging context for professional development.

15. Programs that reflect collaboration between and among agencies and groups have been used to guide the appointment of an executive director and to implement a series of successful program activities and workshops. Meadow Brook Leadership

> Academy is now in its third year, poised to establish other centers for administrative professional development.

A fitting conclusion to this section are the coments formulated by Todd Endo (1987, page 50) who reports on the Fairfax County (Virginia) Principals' Research Group:

> The experience of the Principals' Research Groups in the Fairfax County Public Schools illustrates a number of major points:
>
> - When given the opportunity, principals initiate, develop, lobby for, and implement ideas that do not emerge from any other source in the school system.
> - Principals invest large amounts of their own time and creativity into activities they own.
> - Principals grow professionally and develop an enthusiasm to explore further.
> - A central office is influential in the process, but after initiating the process, its role is supportive, not directive.
> - The school system profits through improved policy and programs as a result of an initiative by principals.

An International Project:
The Principal's School Improvement Role and Professional Development

The International School Improvement Project (ISIP) includes educational researchers, administrators and practitioners from fourteen countries: Australia, Belgium, Canada, Denmark, France, Italy, Japan, The Netherlands, Norway, Sweden, Switzerland, the United Kingdom, the United States, and West Germany. Hord (1987) reports that the ISIP's ultimate aim is to contribute to the development of knowledge, skills, and materials through which schools, educational authorities, and consultants in many nations may be helped to implement school improvement activities, both on a large and small scale. The project began with planning meetings in 1981 and a plenary meeting in 1982. Subsequently, conferences, publications, newsletters, jointly developed projects and interaction among educators from different countries followed.

Most of the actual work of ISIP, however, is carried out by the various area groups. There are five of these sub-groups, each specializing in a particular area of interest deemed to be in need of focused attention and action. Members chose the area in which they wished to be involved, on the basis of national and/or personal preference.

> Area 1 is concerned with school-based review (SBR) as an instrument for school improvement, and with the development and dissemination of both specific SBR techniques and a more general awareness of the importance of SBR as a preliminary step in the improvement process.
>
> Area 2 focuses on the role of the school leader and other internal change agents in school improvement, the specific actions they take (or can take) to facilitate change, and the possibilities for the professional development of school leaders. In Area 3, the role of external support mechanisms in school improvement efforts and the relationships between internal and external support personnel are examined. Area 4 considers possible research agendas, the means and methods of evaluating efforts for school improvement, and the part evaluation (or lack of it) can play in their ultimate success or failure. Finally, Area 5 looks at the development and implementation of school improvement policies that address the issues in each of the previous groups.

Area 2 enjoys a strong and enthusiastic membership, reflecting growing interest in the school leader's role in all countries. The group is very active, holding frequent meetings at the invitation of different member countries to facilitate the sharing of school leader development, and often, to critique training programmes in the host country. Area 2 produces its own newsletter every six months, to help its far-flung members stay in touch.

The group's most ambitious undertaking is a three-volume series on school leaders and their development. The first volume (Hopes, 1986) consists chiefly of a series of papers discussing and analyzing the current state of school management and school improvement in the ISIP member countries. Each country analysis includes a case study focusing on one or more individual schools within that county, as examples of school leader involvement in school improvement. The second volume (Stego, Gielen, Glatter and Hord, 1987) focuses on the role of the school leader in school improvement and the professional development strategies that may prepare or enhance the leader's school improvement capabilities. This volume is, in effect, a response to Volume 1, taking the data contained in the country analyses, and particularly in the case studies, and analyzing it across national lines, using international perspectives to illuminate both what is already known and what is hoped to be learned about the school leader's role in school improvement. The case studies are generally stories told by school leaders, who present their personal interpretation of events and processes they found worthwhile to tell.

The third and final volume (Blum and Butler, forthcoming) of the series is a source book, consisting of training materials, programs and specific methods useful in promoting, supporting and extending the professional development of school leaders in the school improvement process.

The importance of the principal's role and the influential position they occupy to impact school improvement has been widely recognized and acknowledged in nations around the globe. For the most part, there has been surprise at how much more alike the various schools and school leaders seemed to be across national and cultural lines; there were also, however, important differences in method and approach, and real opportunities for schools and systems to learn from one another.

Thus, the impetus for the ISIP's area 2 work has been to look across a range of countries and cultures and to assess such questions as what are the roles and tasks of school leaders in change and school improvement, what capabilities do leaders need for these roles and tasks, and how can these capabilities be developed?

Developing leadership capabilities in school administrators is not restricted to the southwestern region of the U.S., nor to the United States as a whole. There has been and continues to be an international interest and concern focused on school leadership and its development.

Volume 3 provides full descriptions of such professional development programs from ten countries.

Section Three

Regional Resources for Effective Professional Staff Development

Arkansas

ARKANSAS LEADERSHIP-MANAGEMENT INSTITUTE

The Arkansas Leadership-Management Institute was developed in response to a series of legislative acts that clearly required an increased effort to improve the skills of local school administrators. The series of legislation included establishing educational goals and basing minimum standards for school accreditation on those goals; requiring school districts to develop, implement, and evaluate a six-year school improvement plan with annual reviews; and requiring each district to develop and submit a comprehensive staff development plan by June of 1987. In 1983, Act 10, mandated the development of a strategy for improving leadership skills of local administrators and boards of education. In response to that mandate, the Arkansas Department of Education developed a Leadership-Management Institute operated by the Department's Division of Management and Development.

The Institute has established a coordinated, collaborative approach to school administrator's training based on assessed needs, informed by research, delivered by cooperating groups, followed-up by local assistance, and supported by an effective communication network. The LEAD program allows the Institute to expand its existing programs into a complete training and technical assistance center operation.

The Institute consists of three parts: a Principal's Assessment Center Program, a Leadership Academy, and a Research and Development Program. The Principal's Assessment Center is designed to provide a more objective approach to principal selection procedures and a clinical approach to professional development. The Leadership Academy is to provide continuing professional development programs for building level principals, superintendents, and other central office staff. This is to be accomplished by selecting school administrators and IHE personnel who have demonstrated expertise as instructors in the Program for Effective Teaching and providing them with training and certification in a generic leadership development model. This cadre will be responsible for delivering leadership development training within their respective areas of the state. The Institute will provide support and technical assistance to the trainers to ensure quality control. The Research and Development Program will provide relevant, up-to-date information, practices, and materials needed to help determine educational training needs that are appropriate, valid, and state-of-the-art. The R & D effort will also include an evaluation system for all educational training programs conducted by the Institute.

CONTACT:

Mr. Hulen Quattlebaum
Arkansas State Department of Education
State Capitol Mall, Little Rock, AR 72201-1201

THE CENTER FOR ACADEMIC EXCELLENCE
UNIVERSITY OF CENTRAL ARKANSAS

TARGET AUDIENCE:

Professional staff of public school districts in Arkansas

OBJECTIVES:

To provide professional assistance to public school districts in Arkansas to develop projects and programs designed to address local educational needs; to involve in the development of such programs or projects those who will be affected by them; and to show by example that better programs result through participatory involvement.

AGENDA:

The first step in the process is to meet with the administrator to develop tentative program process and content. Next, a representative committee is formed that modifies and/or approves process and content. Sessions are held to implement program or project.

TIME REQUIREMENT:

Varies depending on type of program or project. The meeting with the administrator usually takes two to three hours. The representative committee meeting usually takes two to three hours.

BASED ON:

Locally identified needs; informal research; local policy and practice

EVALUATION OF PROGRAM EFFECTIVENESS:

Evaluation processes and instruments are developed to fit program

FOLLOW UP:

Varies according to wishes of local administrators

COSTS:

Center consultant services are free; incidental expenses paid by district

CONTACT:

Dr. Joe Hundley, Director
The Center for Academic Excellence, College of Education
University of Central Arkansas, Conway, AR 72032

EDAS PROGRAM

TARGET AUDIENCE:

Students preparing for positions in educational administration and supervision

OBJECTIVES:

Assessing skills -- participants will learn their strengths and areas for improvement in selected demonstrations of administrative behavior

AGENDA:

Analysis of responses to in-basket exercise

TIME REQUIREMENT:

Actual exercise: 1 1/2 - 2 hours

BASED ON:

Material published by National Association of Secondary School Principals

EVALUATION OF PROGRAM EFFECTIVENESS:

N/A

FOLLOW UP:

Final written report and exit interview

COSTS:

Negligible after initial purchase of simulation materials

CONTACT:

Michael B. Gilbert, Coordinator
EDAS Program, University of Arkansas at Little Rock
Little Rock, AR 72204 (501) 569-3113

ARKANSAS EDUCATION ASSOCIATION
TEACHER TO TEACHER WORKSHOPS

TARGET AUDIENCE:

Although the majority of the workshops are directed toward teachers, AEA has administrator members and many workshops are appropriate for school administrators

OBJECTIVES:

To provide practical, down-to-earth workshops to meet district in-service needs

AGENDA:

Workshop topics include:

Assertive Discipline
Child Abuse
Computers in the Classroom
Improving Students' Self Concept
Emergency First Aid
Parent Involvement in Education
Speech Skills for the Professional Educator
Stress Management
Time Management
Writing Skills for the Professional Educator
An Effective Reading Program to Implement Basic Skills from the State Course Guidelines
Science Fairs -- Why and How

TIME REQUIREMENT:

One and one-half to two hours each

CONTACT:

Karla Feeley, Assistant Director for Professional Issues
Arkansas Education Association
1500 West 4th Street, Little Rock, AR 72201

CLASSROOM MANAGEMENT

TARGET AUDIENCE:

All Staff

OBJECTIVES:

The teachers will learn effective management techniques and preventive policies. Principals will be able to recognize the use of effective techniques in the classroom.

AGENDA:

The format is a 1-2 day input session using the manual for secondary and/or elementary, VCR tapes, overhead transparencies, and group work. Classroom observations by the principal are also recommended to insure infusion into the teachers' classrooms

TIME REQUIREMENT:

1-2, 5 1/2 hour days -- Follow-up observation

BASED ON:

Carolyn Evertson's research and staff experience

EVALUATION OF PROGRAM EFFECTIVENESS:

The classroom observations and climate in a school building

FOLLOW UP:

Observations for teacher evaluation include classroom management. Assertive Discipline is also offered as an additional approach.

COSTS:

Manuals $3.00 - $5.00 each -- Presenter's fee

CONTACT:

Diann Gathright
De Queen - Mena Educational Co-op
901 Seventh Street, Mena, AR 71953 (501) 394-2094

CLINICAL SUPERVISION

TARGET AUDIENCE:

Building principal, superintendent

OBJECTIVES:

The participant will learn effective note-taking strategies, conference messages, and conference types. He/she will learn to plan a conference and to use the conference as an opportunity to instruct individual teachers and provide positive (or negative) feedback needed.

AGENDA:

The instructor provides information via lecture, video tape, overhead transparencies, and hand-outs. The participants practice by individual work, pairs, and/or small groups. They answer questions, role play, design conferences, analyze conferences, and provide feedback to each other

TIME REQUIREMENT:

2-3 days depending upon their expertise. Two days of input, practice in buildings, 1 day of follow-up 1-2 weeks later.

BASED ON:

Research, staff experience

EVALUATION OF PROGRAM EFFECTIVENESS:

Principals are more competent and capable of conducting effective observations of instruction and conference

Continued on back

CONTACT:

Diann Gathright
De Queen - Mena Educational Co-op
901 Seventh St., Mena, AR 71953 (501) 394-2094

Continued:

FOLLOW UP:

Reinforcement periodically in monthly principals' meetings at the co-op, ASCD tapes, actual use in the evaluation of teachers

COSTS:

The presenter's fee for 2-3 days

DNI/EMP - DEVELOPMENTAL NEEDS INVENTORY/EFFECTIVE MANAGEMENT PROGRAM

TARGET AUDIENCE:

Building principals, central office staff, superintendent

OBJECTIVES:

Participants will learn what others (superiors, subordinates, peers, self) perceive them to be doing in 17 leadership/management areas. From this, they will know how to change themselves to be more effective in their positions.

AGENDA:

The orientation session is four hours. The participants then ask 8-15 associates to answer 126 questions about them. Computer cards are then sent to a control person who sends them all to Kansas. 3-4 weeks later the results then are returned to the control. An interpretation session is presented (6 hours). Coaching and goal setting are emphasized. Six months later the associates will complete the same questionnaire to determine progress. The resource notebook is participants to keep for future reference and continued improvement.

TIME REQUIREMENT:

A minimum of 3 sessions: 1, 4 hour; 1, 6 hour a month later; 1, 4 hour 6 months later. Coaching sessions at regular intervals, follow-up staff development activities as maintained.

BASED ON:

Research and years of usage in business and industry

EVALUATION OF PROGRAM EFFECTIVENESS:

The awareness of the individuals, coaching sessions, and the 6 month follow-up survey and printout of results

Continued on back

CONTACT:

Diann Gathright
De Queen - Mena Educational Co-op
901 Seventh Street, Mena, AR 71953

Jack Pharr Associates
917 E. Prescott Rd.
Salina, KA 67402-0446

Continued:

FOLLOW UP:

The co-op will continue to provide staff development in the 17 areas. Additional cycles will be conducted for new participants. The coaching possibilities will continue to increase

COSTS:

$250.00 per person (approximately)

PERFORMAX PERSONAL PROFILE SYSTEM

TARGET AUDIENCE:

Building principal, central office staff, superintendent, and school boards

OBJECTIVES;

The participant will learn more about his management style. He will become aware of its strengths and areas to be more cautious as he deals with people. He will learn to recognize others' styles and consider alternative approaches as he deals with them

AGENDA:

A four hour session has seemed adequate. Their performax booklets were used along with printed hand-outs and overhead transparencies developed by the presenter

TIME REQUIREMENT:

1 4 hour session

BASED ON:

Research and years of use by various groups

EVALUATION OF PROGRAM EFFECTIVENESS:

They are aware of their styles as shown in conversation with me and others. They are altering their approaches as they deal with others. They are asking for help in communicating their real messages

FOLLOW UP:

Continued staff development, DNI/EMP

COSTS:

$10.00 per person

CONTACT:

Diann Gathright
De Queen - Mena Educational Co-op
901 Seventh Street, Mena, AR 71953 (501) 394-2094

PET - PROGRAM FOR EFFECTIVENESS TEACHING

TARGET AUDIENCE:

All school personnel

OBJECTIVES:

Participants should learn what constitutes effective instruction and methods to use in their classrooms. Principals should learn effective instructional techniques to use with their teachers and to recognize effective instruction techniques as they are being used in classrooms

AGENDA:

6 day cycle (consecutive or spaced over 1 month - 6 weeks)

Day 1 - Introduction, Learning Styles, Total Teaching Act, 5 Instructional Skills, Task Analysis

Day 2 - Select Correct Objective, Teach to the Objective

Day 3 - Maintain Focus of Learner on Learning, Monitor and Adjust

Day 4 - Bloom's Taxonomy

Day 5 - Reinforcement, Motivation

Day 6 - Retention, Transfer

TIME REQUIREMENT:

6 sessions of 6 hours each (consecutive or 1-2 per week)
4 classroom observations and post conferences

BASED ON:

Research by Madeline Hunter; staff experience

Continued on back

CONTACT:

Diann Gathright
De Queen - Mena Educational Co-op
901 Seventh Street, Mena, AR 71953 (501) 394-2094

Continued:

EVALUATION OF PROGRAM EFFECTIVENESS:

Through classroom observations and better teaching methods

FOLLOW UP:

Maintenance and use in the evaluation process

COSTS:

The cost of the instructor for 6 days. The district must provide the substitutes while the teachers are attending the 6 input sessions

ARKANSAS REGIONAL EDUCATION SERVICE CENTERS

Dr. Mike Hargis, Director
Arch Ford Education Service Cooperative
209 South Barramore
Morrilton, AR 72110

Dr. Curtis Merrell, Director
Arkansas River Educational Service Center
UAPB - P.O. Box 4115
Pine Bluff, AR 71601

Mr. Frank Sanders, Director
Crowley's Ridge Educational Cooperative
P.O. Box 377
Harrisburg, AR 72432

Dr. Gary Standridge, Director
Dawson Education Service Cooperative
1021 Henderson Street
Arkadelphia, AR 71923

Mr. J. Frank Scott, Director
DeQueen/Mena Educational Cooperative
101 North 9th Street
DeQueen, AR 71832

Ms. Suzann McCommon, Director
Great Rivers Educational Cooperative
P.O. Box 2837-G
West Helena, AR 72390-0387

Mr. Herb Cleek, Director
Wilbur D. Mills Education Service Cooperative
P.O. Drawer H
ASU - Beebe
Beebe, AR 72012

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Strawberry, AR 72469

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409 N. Thompson
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Camden, AR 71701

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Mr. Anthony Gadberry, Director
Southwest Arkansas Cooperative
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Hope, AR 71801

Mr. Guy Fenter, Director
Western Arkansas Cooperative
Route 1, Box 104
Branch, AR 72928

Louisiana

LOUISIANA LEAD TECHNICAL ASSISTANCE NETWORK

The Louisiana LEAD Technical Assistance Network is structured to place its intervention emphasis on the specific conditions that will affect Louisiana school administration over the next five to ten years. Those conditions include the predicted turnover of nearly 80% of all school administrators, the under representation of women and minorities in principalship and other administrative positions, legislatively mandated professional development for practicing principals, and the assessment of professional development needs that Louisiana principals and superintendents have identified.

The Technical Assistance Network is a decentralized approach to the delivery of services. Four regional training and technical assistance centers will be located at the University of New Orleans, Southeastern Louisiana University, Southwestern Louisiana University, and Northeastern Louisiana University. Each center will be under the direction of a faculty member and will draw its training and technical assistance staff from a variety of sources: business and industry; public administration; professors of education, business, and other related fields; outstanding educational administrators; and the State Department of Education.

A fifth center will be located at the Louisiana State University to provide for coordination of the Network, development of critical programs, and to work with the Project Advisors Board.

The major program focus will be on clinical approaches to administrator and school development. These clinical approaches will be characterized by (1) diagnostic assessment of needs, (2) continuous, field-based training and technical assistance to address assessed needs, and (3) evaluation of training and assistance based on observable changes in the leadership of administrators or in school outcomes.

The following are the major program objectives:

1. To establish a regional clinical training and technical assistance network for school administrators that capitalizes on leadership development resources from education, business and industry, government, and other institutions throughout the State.

Continued on back

CONTACT:

Dr. Sandra Bifano, Director
Louisiana LEAD, 115 Peabody Hall
Louisiana State University, Baton Rouge, LA 70803

Continued:

2. To change the conception of the school administrator to that of an active leader by establishing such role models in schools.
3. To develop and implement an internship model and program for aspiring school administrators whereby professional support can be offered through a broad-based coalition representing higher education, the private sector, public and private education, and government.
4. To develop and implement an assessment center primarily for the purpose of identifying talented women and minority candidates and assisting them in finding challenging positions in school administration.
5. To establish a computer-assisted, self-help network within each region of the State.
6. To establish an on-going system of evaluation for its programs, activities,and personnel that will lead to continuous improvement of the system.
7. To establish a TACN sponsor organization to sustain leadership development efforts in Louisiana in the years ahead.

CENTRAL LOUISIANA PROFESSIONAL DEVELOPMENT CENTER

TARGET AUDIENCE:

Future administrators, building principals, central office staff, superintendents

OBJECTIVES:

1. Recognition of effective teaching strategies
2. Steps for effective instructional supervision
3. Effective use of teacher assessment
4. Effective schools research information
5. stages of developing growth plans

AGENDA:

Workshop setting -- 30 hours of instruction/participation

Videotapes of classroom instruction for discussion and assessment purposes

TIME REQUIREMENT:

30 hours -- Usually 5 six hour sessions

BASED ON:

Research on effective instruction, effective supervision, learning/teaching styles and effective schools correlates

EVALUATION OF PROGRAM EFFECTIVENESS:

Pre- and Post-tests as well as program evaluations completed by each participant

FOLLOW UP:

Classroom and school visitations for use of procedures learned during training sessions

COSTS:

There is no cost to the local systems. All costs are covered by the Cenla PDC. The costs usually include only printing

CONTACT:

Dottie Deselle, Director
CENLA Professional Development Center
Northwestern State University, Nachitoches, LA 71497

DECISION-MAKING MODEL

TARGET AUDIENCE:

The target audience includes the School Superintendent, central office staff, building principals, classroom teachers, and specialized teachers

OBJECTIVES:

The objectives of the program are to improve instruction through staff training.

AGENDA:

There are 12 topics in the program:

1. Introduction to the Critical Elements of Teaching
2. The Instructional Objective
3. Lesson Design
4. Reinforcement Theory
5. Extending Students' Thinking
6. Task Analysis
7. Monitoring and Adjusting
8. Motivation Theory
9. Factors Affecting the Rate and Degree of Learning
10. Retention Theory
11. Transfer Theory
12. Clinical Supervision

A cadre of personnel study the material and teach themselves the concepts and the content. This group then become trainers of other personnel. This training is done via lecture, using the overhead projector to provide illustrations and to provide maintenance of on task activity. Films and/or video tapes may also supplement the presentation. The films are available from Special Purpose Films, 416 Rio Del Mar Boulevard, Apts., CA 95003. The Video Tapes are available from Instructional Dynamics, Inc. 845 Via de la Paz, Suite A177, Pacific Palasades, CA 90272.

Continued on back

CONTACT:

Dr. Richard Hodd, Director
Fifth District Professional Development
Center, P.O. Box 1616, West Monroe, LA 71291 (318) 325-0451

Continued:

TIME REQUIREMENT:

Each topic is planned for a one hour inservice presentation. The topics may be spread over any time period desirable: for instance, it has been done over a two year period and it has been done over a two week period. The time dedicated to each topic may be one hour or it may be less or more than one hour.

BASED ON:

The content is based on the research of Dr. Madeline Hunter of U.C.L.A. The material for each topic has been tested in the seventeen school systems served by the Fifth District Professional Development Center and by school systems in Louisiana outside the PDC service area.

EVALUATION OF PROGRAM EFFECTIVENESS:

Recorded observations are made of designated teachers prior to and following training. The initial observations are done by members of the training staff after the cadre has been trained. The post-training observations are done by members of the cadre after the teaching staff has been trained.

FOLLOW UP:

After the completion of the program, new teachers and teachers who indicate the need for additional training are provided the necessary training either through group participation and/or individual study.

COSTS:

The costs are flexible. Basic requirements are training modules from the Fifth District Professional Development Center and background reading material from TIP Publications. The 16 mm films and the video tapes are optional, but do enhance the program by providing examples and also providing the opportunity for independent study.

LOUISIANA PROFESSIONAL DEVELOPMENT CENTERS

Dottie DeSelle
CENLA
Professional Development Center
POD B, Teacher Education Center
Northwestern State University
Natchitoches, LA 71497

Dr. Anna Hamm
Fifth District
Professional Development Center
800 Claiborne Street
West Monroe, LA 71291

Ms. Wanda Gunn, Director
Fourth District
Professional Development Center
Caddo Parish School Board
P.O. Box 32000
Shreveport, LA 71130-2000

Dr. Jerry Pinsel
Sixth District
Professional Development Center
Southeastern Louisiana University
P.O. Box 548, University Station
Hammond, LA 70402

Ms. Merlene Frank, Director
South Center
Professional Development Center
St. Charles Parish School Board
P.O. Box 46
Luling, LA 70070

Mr. Gary Lavergne
Southwest
Professional Development Center
Acadia Parish School Board
P.O. Drawer 309
Crowley, LA 70526

New Mexico

NEW MEXICO CENTER FOR LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT (NMC-LEAD)

The New Mexico Center for Leadership in Educational Administration Development (NMC-LEAD) proposes a program designed to enhance the development of effective leadership skills in practicing administrators, pre-service interns, and individuals enrolled in pre-service Educational Administration programs. A series of needs analyses and surveys identified the following areas of priority concern to New Mexico administrators:

1. effective management of the school environment;
2. analyzing teacher/instructional performance;
3. understanding and applying findings of research to school leadership;
4. developing human relations skills; and
5. increasing/applying knowledge of organizational change theories and techniques.

Legislative requirements present another category of need. In 1986, the New Mexico legislature passed Senate Bill 106 that requires certified school administrators to attend, at least every two years, a Department of Education approved training program to improve their administrative skills and instructional leadership. State Department of Education regulations adopted in compliance to the law require 45 contact hours of professional-level training. Training sessions must be approved by the Department of Education in order for attendance to apply under this regulation.

While the New Mexico Department of Education has a staff that is highly qualified and competent, it is small in number and, therefore, unable to provide the required training to all New Mexico administrators. In addition, New Mexico does not have regional educational service centers to carry part of the training burden. The training programs that are available from various colleges, universities, and educational associations are neither coordinated nor comprehensive.

Continued on back

CONTACT:

Mr. Walter Smith, Executive Director
New Mexico Center for Leadership in Educational Administration Development
The University of New Mexico, Albuquerque, New Mexico 87131

NEW MEXICO CENTER FOR LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT (NMC-LEAD)

Continued:

The New Mexico LEAD Center proposes to meet the needs cited above by providing a coordinating function for sponsoring organizations and by developing and implementing a high-impact, problem-based program that will have as its primary responsibilities:

1. collecting information and research on leadership and management techniques;
2. identification, development, and delivery of administrative training programs;
3. providing technical assistance to the participants and their school districts; and
4. dissemination of information about effective school program practices.

The Center, housed at the University of New Mexico in Albuquerque, will administer the program through an Executive Director and two Associate Directors. Sponsoring organizations such as the University of New Mexico, Eastern New Mexico University, the New Mexico School Administrators, the Archdiocese of Santa Fe, Mountain Bell, Albuquerque Public Schools, the Public Service Company of New Mexico, and others have offered in-kind support for the program.

NEW MEXICO TEACHER AND ADMINISTRATOR PERFORMANCE EVALUATION PLANS

TARGET AUDIENCE:

Teacher Performance Evaluation Plan
Principal Performance Evaluation Plan
Administrator Evaluation Plan (non-principal)

OBJECTIVES:

The plans are in place to provide a statewide process for the equitable evaluation and supervision of instructional personnel. It is hoped that the ultimate outcome of the plans will be an improvement in the instructional program for students.

A state implementation guide was the basis on which each school district devised local teacher and principal evaluation plans. Those plans were submitted to the State Department of Education for review and approval or revision.

The administrator (non-principal) evaluation plan was mandated by the State Legislature after the teacher and principal plans had been in place. Administrator competencies were developed by the S.D.E. staff along with an advisory council. They were adopted by the State Board of Education following field review.

Processes differ somewhat from district to district, but consist of performance observations using specific competencies established by the State Board of Education, data collection as a basis for later conferencing, and, finally, the creation of a professional development plan for every educator.

AGENDA:

Training for teacher and administrators in classroom observation skills, conferencing techniques, and the professional development plan usually takes one and one-half days. We now also provide a three-hour, condensed information session for new personnel in school districts.

Continued on back

CONTACT:

Win Christian, Assistant Director for Professional Development
Elementary/Secondary Education Unit, New Mexico State Department of Education
Education Building, Santa Fe, NM 87501-2786

Continued:

Supervision by the professional development plan continues yearly. In large population areas, one-third or one-half of a staff may be on an intensive cycle in a given year while all others are on a less intensive cycle. Some teachers complete self-evaluations, while for others, progress continues to be monitored on the professional development plan. District need and policy determine these cycles.

The State Department of Education's Elementary/Secondary Education staff provided the initial training with supplemental assistance from out-of-state resource people. Training was then provided to districts and building personnel by those initially trained by the S.D.E. The S.D.E., state teacher preparation institutions, and local personnel now do the training and reviews as necessary.

TIME REQUIREMENT:

N/A

BASED ON:

Observable Essential competencies with descriptors and indicators have been developed for all personnel. The competencies are based on extensive research, field review, and field testing. Additional competencies are added at the district level.

Training sessions include the components of the plan. A typical agenda covers introduction and history, the essential competencies, the cycle of supervision, classroom observation techniques, note-taking skills, conferencing techniques, human relations skills, and writing of the professional development plan.

EVALUATION OF PROGRAM EFFECTIVENESS:

Evaluation effectiveness is determined at the district level, but the local evaluation process is a part of the regular State Accreditation monitoring program. The Elementary/Secondary Education staff also visits school districts to meet with personnel involved to determine the progress and need for adjustment and/or/services.

Continued on next page

Continued:

Evaluation of training programs is done through a written evaluation form which session participants complete and return to the S.D.E.

FOLLOW UP:

When an item on an individual's professional development plan is completed, a new item may be added or more concentration may be focused on other, not-yet-completed items.

Training is ongoing. When a session is completed, reviews for experienced personnel and new training for new personnel are provided. The S.D.E. presents two summer Leadership Institutes each year which not only provide basic evaluation plan training for those needing it, but also offer an extensive choice of sessions in areas of expressed need for instructional leaders.

COSTS:

There are no direct costs involved. Any increased cost due to implementation of local plans are borne by local districts. Training presented by S.D.E. staff is funded through regular department budgets.

Oklahoma

OKLAHOMA LEAD TECHNICAL ASSISTANCE CENTER AND RESOURCE NETWORK

The Oklahoma LEAD Technical Assistance Center and Resource Network is designed to provide school administrators with the help they need to acquire or sharpen skills required by new legislation. The Oklahoma Legislature enacted the Education Improvement Act of 1985 requiring the State Board of Education to adopt a set of minimum criteria for evaluation of all teachers and administrators. The law further mandated that all personnel designated by the local board to conduct personnel evaluations shall be required to participate in training. In addition, each school district and each building unit in the state is required to review its curriculum and develop a five-year plan to articulate and up-grade the programs being offered.

The Minimum Criteria for Effective Administrative Performance requires that principals be able to:

1. understand the effective schools literature;
2. know how to identify needs through multiple assessment efforts, including test score analysis;
3. organize curriculum planning and implementation;
4. maximize time for teaching and learning;
5. establish an appropriate climate for learning;
6. establish high expectations for learning;
7. observe teaching and give skilled technical feedback to teachers on classroom performance; and
8. analyze instructional problems with teachers and offer options for enhancement.

Although the implementation of educator career development legislation brought a proliferation of programs to fill the demands for professional growth, there is a need for a coordinated delivery system to convey new knowledge and practices that contribute to effective schools. The Oklahoma LEAD Technical Assistance Center is being designed to accomplish this task.

Continued on back

CONTACT:

Dr. Bill Osborne, Director, Oklahoma LEAD Program
Norman Professional Development Center
131 S. Flood, Norman, OK 73069

OKLAHOMA LEAD TECHNICAL ASSISTANCE CENTER AND RESOURCE NETWORK

Continued:

The Oklahoma LEAD Technical Assistance Center organizational network will be comprised on two major components, a Consortium and a Resource Network. The Consortium includes the Oklahoma State Department of Education, the Cooperative Council for Oklahoma School Administration, the Norman and Stillwater Professional Development Centers, the College of Education at the University of Oklahoma, and the College of Education at Oklahoma State University. The Resource Network, through which professional development programs can be delivered to Oklahoma's educational administrator target groups, includes, in addition to the above Consortium members, a number of other colleges and universities within the state, business and industry groups and associations, and professional educational associations.

SATELLITE STAFF DEVELOPMENT TELECONFERENCES FOR TEACHERS AND ADMINISTRATORS

TARGET AUDIENCE:

Public school teachers and administrators

OBJECTIVES:

Educational institutions in the United States and Canada may participate in the staff development teleconferences through live satellite reception or through the purchase of videotaped copies of the broadcasts. Live satellite reception offers an institution the opportunity to participate in the telephone question-and-answer portions of the live broadcasts and to make one videotaped copy of each program as it airs.

AGENDA:

The agenda for 1987-1988 is the following:

Teaching Problem Solving in Mathematics in Grades 7-12
Thursday, October 1, 1987, 3:45--4:45 p.m.
Dr. Douglas Aichele, Dept. of Curriculum & Instruction & Mathematics

Evaluation of Teachers: Key to Growth or Door to Disaster?
Thursday, November 12, 1987, 3:45--4:45 p.m.
Dr. Kenneth St. Clair, Dept. of Ed. Administration & Higher Education

Families in Crisis: How Schools Can Help
Thursday, January 28, 1988, 3:45--4:45 p.m.
Dr. Al Carlozzi, Dept. of Applied Behavioral Studies

Maintaining Classroom Discipline
Thursday, February 18, 1988, 3:45--4:45 p.m.
Dr. Judy Dobson, Dept. of Applied Behavioral Studies

Improving Writing Instruction in Grades K-8 through the Process Approach
Thursday, March 3, 1988, 3:45--4:45 p.m.
Dr. David Yellin, Dept. of Curriculum and Instruction

Continued on back

CONTACT:

Dr. Connie Lawry, Associate Director, Education Extension
Oklahoma State University, 108 Gundersen, Stillwater, OK 74078-0146
(405) 624-6254

SATELLITE STAFF DEVELOPMENT TELECONFERENCES FOR SCHOOL TEACHERS AND ADMINISTRATORS

Continued:

The Adaptive Approach: An Introduction to a System for Adapting Materials for Multiple Levels and Learning Styles in the Regular Classroom
Thursday, April 7, 1988, 3:45--4:45 p.m.
Dr. Kay Bull and Dr. Imogene Land, Dept. of Applied Behavioral Studies

COSTS:

Live Satellite Reception -- Schools may subscribe to any one or more of the programs for $75.00 per program.

Videotape Purchase -- The videotaped copies may be purchased for $100.00 per program (format: 1/2" VHS).

MINIMUM CRITERIA FOR EFFECTIVE TEACHING PERFORMANCE

TARGET AUDIENCE:

All school administrative personnel who are responsible for the evaluation of other professional educators.

OBJECTIVES:

1. discuss the importance of minimum criteria for effective teaching performance
2. define the minimum criteria for use in the local district's evaluation policy
3. recognize the behaviors that indicate the presence of the minimum criteria
4. demonstrate the skills necessary to observe the behavioral indicators associated with the minimum criteria, and
5. discuss how these minimum criteria are to be used in the local district's written evaluation document.

AGENDA:

Video and Discussion of House Bill No. 1466	20 Minutes
Overview of Glossary of Terms and List of Minimum Criteria	10 Minutes
Video, Activities, & Discussion on Criteria One through Four	60 Minutes
Video, Activities, & Discussion on Criteria Five through Seven	45 Minutes
Video, Activities, & Discussion on Criteria Eight through Ten	45 Minutes
Video, Activities, & Discussion on Criteria Eleven through Thirteen	45 Minutes

Continued on back

CONTACT:

Mrs. Marian Smith-Rogers
Oklahoma State Department of Education
2500 North Lincoln Blvd., Oklahoma City, OK 73105-4599

MINIMUM CRITERIA FOR EFFECTIVE TEACHING PERFORMANCE

Continued:

Video, Activities, & Discussion on Criteria Fourteen through Sixteen	45 Minutes
Video, Activities, 7 Discussion on Criteria Seventeen through Twenty	60 Minutes
Practice Observation/Review	45 Minutes
Objective Evaluation	15 Minutes

TIME REQUIREMENT:

Two sessions, 6 hours each, 2 days.

BASED ON:

Effective school/effective teaching research

EVALUATION OF PROGRAM EFFECTIVENESS

Document arrival and departure of administrators. Records are kept on which administrators attend.

FOLLOW UP:

Administrators train their own faculty. SDE Area Supervisors check school records to ensure that local evaluation instruments comply with state law requiring mandated minimum criteria to be included.

COSTS:

No cost to participants to attend the training; materials and training provided by SDE.

COOPERATIVE COUNCIL OF OKLAHOMA SCHOOL ADMINISTRATORS
STAFF DEVELOPMENT FOR NEW PRINCIPALS

TARGET AUDIENCE:

1st and 2nd year building principals and assistant principals

OBJECTIVES:

To provide participants with skills necessary for successful job performance that were not addressed in their university training. The program focuses on skills in the areas of evaluating teachers, supervising curriculum and instruction, evaluation of programs and materials, improving communication skills, legal responsibilities, time management, conflict resolution, and instructional leadership.

AGENDA:

Full-day sessions provide information in the morning and observation and practice in the afternoon

TIME REQUIREMENT:

The participant and his/her district must commit to 20 full-day sessions held at least once a month

BASED ON:

Current research -- The University of Oklahoma, College of Education, Department of School Administration, is responsible for designing program format in cooperation with CCOSA; developed in response to administrator's responses to CCOSA questionnaire

Continued on back

CONTACT:

James R. Burnett, Executive Director
Oklahoma Association of Elementary School Principals
4010 North Lincoln, Suite 106, Oklahoma City, OK 73105

Continued:

EVALUATION OF PROGRAM EFFECTIVENESS:

Participant evaluation of each day's session; participant response to opinion survey on meaning and usefulness of session

FOLLOW UP:

Participants can request more information on specific topics to be delivered at subsequent sessions

COSTS:

Membership in the Cooperative Council of Oklahoma School Administrators (CCOSA) plus $100 paid by district

OKLAHOMA EDUCATION ASSOCIATION
INSTRUCTION AND PROFESSIONAL DEVELOPMENT TRAINING

TARGET AUDIENCE:

Local school district personnel

OBJECTIVES:

To help meet the needs of OEA members in their local efforts to establish goals, to provide training, and to fulfill expectations in staff development, school improvement, and evaluation

AGENDA:

The workshops offered by OEA staff include:

Staff Development Leadership Training	2-6 hours
Goal: Improving Performance	2-6 hours
Planning for Excellence	3-6 hours
School Finance	2 hours
Verbal Skills	8 hours
Assertiveness Training	2-6 hours
Behavioral Image and Issues	4-8 hours
Extremist Attacks, Academic Freedom, and Censorship	2-4 hours

Workshops conducted by OEA/IPD Cadre include:

Interpersonal/Intercultural Communications
Effective Classroom Management
Discipline and the Law
Productive Parent/Teacher Conferences
Student/Teacher Motivation

COSTS:

Workshops offered by OEA staff are provided as a service to OEA members.

Workshops provided by OEA Cadre members include a presenter's fee (negotiable with each presenter), a $50.00 preparation fee, milage, and substitute pay. There is a materials fee of $1.00 per participant ($25.00 minimum).

CONTACT:

Mr. Charles B. McCauley, Coordinator of Instruction and Professional Development
Oklahoma Education Association
PO Box 18485, Oklahoma City, OK 73154

OKLAHOMA REGIONAL EDUCATION SERVICE CENTERS

Mr. Steve Stewart, Administrator
ADA RESC XIV
Irving Community Center
704 North Oak
Ada, OK 74820

Ms. Sue Bray, Administrator
AFTON RESC V
Afton Elementary School
P.O. Box 430
Afton, OK 74331

Mr. Thel Cummins, Administrator
ALTUS RESC XVII
Robert E. Lee School
600 W. Pecan
Altus, OK 73521

Ms. Doris Curtis, Administrator
ALVA RESC II
1540 Davis
Alva, OK 73717

Mr. Pat Moran, Administrator
ANADARKO RESC XII
Anadarko Municipal Complex
P.O. Box 1355
Anadarko, OK 73005

Mr. Harlyn Smith, Administrator
ARDMORE RESC XIX
#12 Broadlawn Village
Ardmore, OK 73401

Mr. Lloyd Scott, Administrator
BARTLESVILLE RESC IV
316 S. W. Seminole
Bartlesville, OK 74003

Mr. Davis Cowan, Administrator
BURNS FLAT RESC VI
John Ross Elementary School
P.O. Box 169
Burns Flat, OK 73624

Ms. Twanda Tyson, Administrator
GUYMON RESC I
Academy Elementary School
P.O. Box 1755
Guymon, OK 73942

Ms. Glenda Fry, Administrator
HUGO RESC XX
215 East Kirk, Box 868
Hugo, OK 74743

Ms. Rebecca R. Brocato, Administrator
KINGFISHER RESC VII
Courthouse Annex #202
6th and Sheridan
Kingfisher, OK 73750

Ms. Sandra Boyd, Administrator
LAWTON RESC XVIII
110 East Gore Blvd.
Lawton, OK 73501

Mr. Raymond Trammell, Administrator
MCALESTER RESC XV
P.O. Box 298
McAlester, OK 74502

Ms. Diane Mathis, Administrator
MOORE RESC XIII
404 N. Chestnut
Moore, OK 73160

Ms. Beverly Porter, Administrator
MUSKOGEE RESC XI
Education Center
570 North 6th
Muskogee, OK 74401

Mr. Wayne Brooks, Administrator
OKLAHOMA COUNTY RESC VIII
Monroe Elementary School
4810 North Linn
Oklahoma City, OK 73112

Continued on back

OKLAHOMA REGIONAL EDUCATION SERVICE CENTERS

Continued:

Mr. Dale Kirk, Administrator
SALLISAW RESC XVI
200 W. Shawnee
P.O. Box 627
Sallisaw, OK 74955

Mr. James Casey, Administrator
STILLWATER RESC III
Rosewood Hills
211 N. Perkins Road
Suite 6, Box 10
Stillwater, OK 74075

Mr. James King, Administrator
STROUD RESC IX
Stroud Middle School
P.O. Box 667
Stroud, OK 74079-0667

Ms. Jo Bennett, Administrator
TULSA RESC X
Hartford Bldg. #114
110 S. Hartford Ave.
Tulsa, OK 74120

Texas

S

TEXAS LEAD CENTER

Educational reform legislation recently enacted by the Texas legislature includes requirements for inservice training in *management skills* for superintendents, principals, and other administrators. The legislative definition of management skills includes an emphasis on:

...the methodology for general management, including the administrator's ability to reduce paperwork, instructional leadership, and teacher evaluation.

A number of training, development, and support activities have emerged from these mandates. Many of the activities -- particularly in the areas of instructional leadership and teacher assessment -- have been developed by the staff of the Texas Education Agency and disseminated by the 20 Regional Educational Service Centers in the state. Prior to the LEAD proposal, no effort had been made to develop a comprehensive training package that draws together the resources of a number of groups within the state and involves the practitioners themselves in the development and conduct of training.

In addition, there is a major gap in the mandated leadership training and assistance in the area of management skills -- those skills that involve the ability to manage people, processes, environments, and resources in a manner that is not only efficient but equitable, people-oriented, and supportive of the goals of the institution. Management skills also involve the ability to make use of current research, practice, and technology to increase the effective operation of a school or district.

Three state-level educational organizations -- the Texas Association of School Administrators, Texas Elementary Principals' and Supervisors' Association, and Texas Association of Secondary School Principals -- have joined their resources to form the LEAD Center in Texas.

Continued on back

CONTACT:

Dr. Joan Burnham, Director
Texas LEAD Center
1101 Trinity Street, Austin, Texas 78701-1194

TEXAS LEAD CENTER

Continued:

The Texas LEAD Center proposes to focus its efforts in the area of management skills and to respond to indications that Texas administrators want services that:

- offer comprehensive training in a given area (and, ultimately, integrate all aspects of leadership development);
- focus strongly on skills in managing *people*;
- include practitioners in the development and delivery of training and other services;
- allow for differences in levels of skill, knowledge, and experience, and challenge participants at every level;
- provide sustained follow-up support at the district and campus level; and
- coordinate the activities of, and draw on the various resources of, TEA, school districts, associations, universities, other educational providers, and the private sector.

TEXAS ELEMENTARY PRINCIPALS AND SUPERVISORS ASSOCIATION ACADEMY

TARGET AUDIENCE:

Elementary or Middle School Principals

OBJECTIVES:

Capability of leading school improvement through excellence in advanced instructional leadership, including the appraisal process, utilizing techniques for innovation and change

AGENDA:

Large group training and small work groups

TIME REQUIREMENT:

Three-year commitment
- Three weekends annually
- Summer and Winter Pre-conference meetings

BASED ON:

Research, staff and trainer experience

EVALUATION OF PROGRAM EFFECTIVENESS:

Advisory Committee to review evaluations, determine future directions

FOLLOW UP:

Handbook of materials, activities, and readings
Network of individuals and small work groups
Resource sharing

COSTS:

$400.00 for members per year for three years
$525.00 for non-members per year for three years

CONTACT:

Sandi Borden, Director of Educational Programs
Texas Elementary Principals and Supervisors Association
501 East 10th St., Austin, TX 78701 1-800-252-3621 or (512) 478-5268

PRINCIPALS' CENTER MANAGEMENT PROFILE

TARGET AUDIENCE

Principals, but is being expanded to include superintendents and other administrators

OBJECTIVES:

A. An assessment of the administrator's present management skills.

B. Recommendations of a general strategy for developing management skills.

C. Development of the administrator's management skills through a process of interaction and coaching.

AGENDA:

A. A videotaped interview with the administrator

B. Analysis of videotaped interview and feedback to the administrator.

C. Development of administrator's management skills through a mentoring-coaching relationship that encourages interventions, observations, and feedback as parts of the developmental process.

TIME REQUIREMENT:

A. Initial videotaped interview: 45 minutes.

B. Initial feedback and development session: 1 hour

C. Follow-up sessions: 1 hour sessions at least monthly over a 9-month period

BASED ON:

The content and processes have been developed by Professor Lyle F. Schoenfeldt of the Department of Management, Texas A&M University, and are based on a synthesis

Continued on back

CONTACT:

David A. Erlandson
Principals' Center, College of Education
Texas A&M University College Station, TX 77843

Continued:

of 50 years of research in management. Process has been used in the College of Business Administration for several years and has been piloted over a period of a year with 10 principals.

EVALUATION OF PROGRAM EFFECTIVENESS:

A. Interventions taken and observed
B. Second videotape interview
C. Responses from principals

FOLLOW UP:

Formal recycling at intervals of three or four years

COSTS:

Estimated cost: · $200.00 per person for groups of 20 or larger
(plus expenses).

"IMPROVING INSTRUCTION"--ADVANCED INSTRUCTIONAL LEADERSHIP TRAINING (TEA APPROVED)

TARGET AUDIENCE:

Building principals, assistant principals, and district administrators who will be appraisers

OBJECTIVES:

a. Adapting and using appropriate conference skills and techniques
b. Appropriate use of teachers' self-appraisals to improve instruction
c. Developing professional growth plans
d. Increasing classroom observation proficiency

AGENDA:

Using case studies of actual observation, self-appraisal, and TTAS instruments on 4 staff members, participants confront the issues delineated above for each.

Colorful, "real-world," thinly-veiled cases are presented which are illustrative of the full range of responsibilities and problems inherent in the evaluative process. The use of the actual data and real materials underscore the relevance of the training. Individual assessment and small group work are used to validate a variety of approaches.

TIME REQUIREMENT:

12 clock hours of inservice training can be segmented into a variety of formats to fit the clients' needs (e.g. two six-hour days, four 3-hour sessions).

BASED ON:

Actual case studies, Madeline Hunter conferencing techniques, decision-making processes, and conflict resolution techniques

EVALUATION OF PROGRAM EFFECTIVENESS:

Pre-/post test required by Texas Education Agency
Comparative results of small group work

Continued on back

CONTACT:

Grant Simpson, Research Associate
Principals Center, College of Education
Texas A&M University, College Station, TX 77843

Continued:

FOLLOW UP:

Extension, enrichment, or remediation sessions can be designed to fit the individual client's needs.

COSTS:

Varies as to setting

ADDITIONAL USEFUL INFORMATION:

THE PRINCIPALS CENTER at Texas A&M University also offers Basic Instructional Leadership Training (TEA approved) to provide 36 hours of training focused on instructional elements and leadership issues. The program is designed for new administrators; the service delivery can be negotiated to fit individual district needs.

CENTER FOR EDUCATION RESEARCH AND SERVICE

TARGET AUDIENCE:

Faculty of local/nearby school districts

OBJECTIVES:

Teaching techniques and skills; knowledge of curriculum construction or other processes

AGENDA:

a. Usually 6 hour short training for AAT approved training. Sometimes the training is for 15 hours - 45 hours when sessions are clustered around broader topics.

b. Usually lecture supported by audio-visual methods; often there are hands-on or application segments as well.

TIME REQUIREMENT:

a. 3 hours at a session in as many multiples as necessary; often 5-6 1/2 hours during summer

b. Usually 2 days a week as needed

BASED ON:

District needs assessments; re-mediation or assistance programs

EVALUATION OF PROGRAM EFFECTIVENESS:

Course evaluations conducted

FOLLOW UP:

School administrators are supposed to do follow-up observations

COSTS:

$30.00 per instructional hour

CONTACT:

Dr. Duane Christian
Center for Education Research & Service
Texas Tech University, Lubbock, TX 79409 (806) 742-2356

A FRAMEWORK FOR IMPROVING THE TEACHING OF THINKING SKILLS

TARGET AUDIENCE:

Superintendents, principals, and all personnel for curriculum development and improvement in instruction

OBJECTIVES:

The overall goal of the workshop is for participants to become aware of the current teaching of thinking skills movement including a sound rationale for planning to improve the teaching of skillful thinking and to judge and incorporate various strategies for teaching thinking skills throughout the curriculum.

AGENDA:

1. Biological Bases for Thinking
2. Issues to Teaching Thinking
3. The Skillful Thinker
4. Teaching For Thinking
5. Teaching Of And About Thinking
6. Thinking Skills: Meanings and Models
7. ASCD Videotapes are used

TIME REQUIREMENT:

A minimum of two sessions of six hours each

BASED ON:

Combination of professional prepared materials which have been pilot tested in the form of a residence course (Texas Tech University) and workshops conducted by the Education Service Center - Region 17.

EVALUATION OF PROGRAM EFFECTIVENESS:

Use of a pre and posttest

Continued on back

CONTACT:

Dr. Billy E. Askins, Professor
College of Education
Texas Tech University, Lubbock, TX 79409

Dr. Woodie Coleman
Region 17 Education Service Center
4000 22nd Place, Lubbock, TX 79410

Continued:

FOLLOW-UP

This workshop is primarily an introduction and awareness phase to the teaching of thinking skills. If requested, additional follow-up training can be provided to assist administrators/teachers to fully implement a program of teaching thinking skills through the curriculum in grades K-12.

COSTS:

$300.00 per day plus expenses

BILINGUAL/ESL PROGRAMS, TEXAS WOMAN'S UNIVERSITY

TARGET AUDIENCE:

Building Principal and Bilingual/ESL Coordinator/Director

OBJECTIVES:

a. First & Second Language Acquisition
b. Designing/Implementing a Bilingual/ESL Program
c. Parental Involvement
d. Cultural Impact on Learning
e. Learning Styles

AGENDA:

Small, workshop sessions to encourage dialogue and inter-action in developing and working through the goals and objections.

TIME REQUIREMENT:

One all-day session or two 1/2-day sessions.

BASED ON:

Research, staff experience, observations, interviews with teachers and administrators.

EVALUATION OF PROGRAM EFFECTIVENESS:

A written evaluation will be administered comments with also be solicited.

FOLLOW UP:

Will do a written and telephonic follow-up to determine if participants are implementing programs goals.

COSTS:

To be negotiated with district.

CONTACT:

Dr. Rudy Rodriquez, Dr. Don Whitmore, Dr. Sylvia Boynton, Mr. Frank Davila
Texas Woman's University, Box 23925 TWU Station
Denton, TX 76204 (817) 383-1466

TEXAS ASSESSMENT PROJECT
INSTRUCTIONAL LEADERSHIP TRAINING

TARGET AUDIENCE:

All administrators interested; prerequisite for Texas Teacher Appraisal Training

OBJECTIVES:

To develop a Common language and understanding of the lesson cycle, effective teaching practices and developmental supervision. Participants are trained how to apply a "Basic" lesson design, recognize effective teaching practices, establish a supervision cycle, and develop scripting skills.

AGENDA:

5 days (One 5 day 6 hours) classroom training
Lesson Cycle/Effective Teaching Practices/Developmental Supervision

TIME REQUIREMENT:

One 5 day session or 36 hours total

BASED ON:

Eclectic model based on research of Hunter, et.al.

EVALUATION OF PROGRAM EFFECTIVENESS:

Seventy percent mastery of written test, task analysis assignment, "demonstration teach", and observation activity

FOLLOW UP:

N/A

COSTS:

$20-$25 per day per participant

CONTACT:

Provided by all Regional Education Service Centers in Texas -- see page 197

TEXAS TEACHER APPRAISAL SYSTEM
APPRAISAL CERTIFICATION FOR ADMINISTRATORS

TARGET AUDIENCE:

All Texas Teacher Appraisers (usually building administrators)

OBJECTIVES:

Administrators will become proficient in the accurate and fair appraisal of classroom teaching and learning

AGENDA: The agenda includes: Presentations & skill development on the knowledge of legislative rules and requirements, familiarity with TTAS instrument, and proficiency in scoring (assessing) teacher performance.

Process of Instruction: Group work, film, individual work, participant's manual, stimulation, handouts, direct instruction

Audio Visual techniques: Video, audio

Additional sessions cover: TTAS Professional Growth Plans, 1/2 day, TTAS Conferencing Skills, 1 1/2 days

TIME REQUIREMENT:

41 hours, 5 day week, 7-8 hour days

BASED ON:

Research, Staff Experience, Pilot Tested

EVALUATION OF PROGRAM EFFECTIVENESS:

Participants take written and application tests. They are also tested by viewing tapes of teachers, assessing teacher performance, and meeting the state standard of at least 70%

Continued on back

CONTACT:

Provided by all Regional Education Service Centers in Texas -- see page 197

Continued:

FOLLOW UP:

Yearly re-certification - 12-18 hours

COSTS:

$25.00 per day, $125.00 total

INSTRUCTIONAL LEADERSHIP UPDATE
Region VII Education Service Center

TARGET AUDIENCE:

Building principals, assisting principals, superintendents and those involved with appraisal of teachers

OBJECTIVES:

Ways to improve instruction through the above mentioned areas

AGENDA:

Growth Plans

Video and Guided Practice

Building Morale
Teacher Self-Appraisal

Leadership Style Survey

Timeline Format & Informal Observation

Inquiry Method of Conferencing
Framework For Questions

Video Conference & Guided Practice

Resources & Final Growth Plan

Continued on back

CONTACT:

Ms Cathy Marshall or Ms Lucile Estell
P.O. Box 1622, Kilgore, TX 75662
* This Update is provided by all Texas Education Service Centers -- see page 197

INSTRUCTIONAL LEADERSHIP UPDATE
Region VII Education Service Center

Continued:

TIME REQUIREMENT:

2 days - 6 1/2 hrs. each not including breaks and lunch

BASED ON:

Research - References included

EVALUATION OF PROGRAM EFFECTIVENESS:

Test given after 2 days. Consultant interaction later would be appropriate

FOLLOW UP:

Informal interaction in other settings in CAPE, TTAS Appraisal Training phone consultation, accreditation monitoring visits

COSTS:

Approximately $25.00 plus postage

CAPE - CAMPUS ACTION FOR PROGRAM EFFECTIVENESS

TARGET AUDIENCE:

Superintendent, campus principal, campus vice-principal, cadre of teachers from campus

OBJECTIVES:

Improved leadership skills; role of expectations in achievement; how to desegregate and interpret test scores; how to extend questions to students and extend questions and activities to higher levels of thinking

AGENDA:

Day 1 - Introduction by principal of school which has improved; introduction to research on effective schools

Day 2 - Effective Schools Research; correlates of effective schools; introduction to group processes

Day 3 - Disaggregation of data; completion of campus effectiveness survey

Day 4 - Extending student thinking workshop; group processes and decision-making

Day 5 - Role of expectations in achievement; administrators' group; read and discuss application of concepts in two articles; teachers; information on conducting workshops; district planning.

TIME REQUIREMENT:

Five days initially; one early-release day per month on a variety of topics, including TEAMS math, reading, and writing; pre-sensations by all teachers; writing a campus improvement plan

Continued on back

CONTACT:

Ms Lucile Estell
Region VII Education Service Center
P.O. Drawer 1622, Kilgore, TX 75662 (214) 984-3071

CAPE - CAMPUS ACTION FOR PROGRAM EFFECTIVENESS

Continued:

BASED ON:

Research; materials from SEDL; materials developed by ESC staff; materials already in use by ESC staff

EVALUATION OF PROGRAM EFFECTIVENESS:

Observation during workshop of completion of activities; evaluations of workshops conducted by cadre back in their own district; student achievement scores

FOLLOW UP:

Individual staff members will work with districts throughout the year

COSTS:

Costs to districts were designed to be minimal; recommended that districts pay stipend to teachers for August training; substitutes for cadre teachers eight times during year for further training; duplication of materials; early release days; cost of staff time---not calculated at this point

EFFECTIVE SCHOOLS PLANNING

TARGET AUDIENCE:

Building principals and central office staff

OBJECTIVES:

1) to provide information on effective school research
2) to provide assistance in formulating and carrying out a school effectiveness plan

AGENDA:

One-day introduction using video and a discussion of the research. There are follow-up meetings for those schools/districts that are interested in developing a plan and technical assistance is provided to those schools with an effective schools plan.

TIME REQUIREMENT:

Varies

BASED ON:

Effective Schools Research

EVALUATION OF PROGRAM EFFECTIVENESS:

Initiation of Effective School Plans

FOLLOW UP:

Varies with school or district

COSTS:

Free to Region 20 clients

CONTACT:

Ann Minihan, Coordinator, Administrator Staff Development
Education Service Center, Region 20
1314 Hines Avenue, San Antonio, Texas 78208

SOUTH TEXAS LEADERSHIP ASSESSMENT CENTER (NASSP AFFILIATE)

TARGET AUDIENCE:

Candidates for administrative positions; new administrators

OBJECTIVES:

Phase I: Assessment Center analyzes leadership skills in 12 administrative areas

Phase II: Springfield Development Program allows professionals to plan own professional growth through mentor program

AGENDA:

Assessment Center: NASSP trains and certifies assessors for the STLAC. The Assessment Center provides two days of simulations/activities designed to analyze 12 leadership skills. The assessors convert data gathered into a feedback report which is discussed and provided the participant and their school district.

Springfield: One day of analysis of six skills, a one day school district simulation, one day feedback/planning and 6-12 month mentor program to help participant with his/her progress.

TIME REQUIREMENT:

Two days participant plus three hour feedback conference

BASED ON:

NASSP has field tested both programs through pilots and research

EVALUATION OF PROGRAM EFFECTIVENESS:

Follow up statistics and participant feedback

Continued on back

CONTACT:

Ann Minihan, Director
South Texas Leadership Assessment Center
1314 Hines Avenue, San Antonio, TX 78208

SOUTH TEXAS LEADERSHIP ASSESSMENT CENTER (NASSP AFFILIATE)

Continued:

FOLLOW UP:

Periodic monitoring by NASSP and project director

COSTS:

Members share operational costs and pay for actual costs for each participant. Service Center supplies facility for Assessment Center

TEXAS REGIONAL EDUCATION SERVICE CENTERS

Mr. Lauro Guerra
Executive Director
Region I Education Service Center
1900 West Schunior
Edinburg, TX 78539

Mr. Gerald Cook
Executive Director
Region II Education Service Center
209 North Water Street
Corpus Christi, TX 78401

Dr. Dennis Grizzle
Executive Director
Region III Education Service Center
1905 Leary Lane
Victoria, TX 77901

Dr. Tom Pate, Jr.
Executive Director
Region IV Education Service Center
P.O. Box 863
7200 West Tidwell
Houston, TX 77001

Dr. Fred Waddell
Executive Director
Region V Education Service Center
2295 Delaware Street
Beaumont, TX 77703

Mr. Max W. Schlotter
Executive Director
Region VI Education Service Center
3332 Montgomery Road
Huntsville, TX 77340

Mr. Donald J. Peters
Executive Director
Region VII Education Service Center
P.O. Drawer 1622
818 East Main Street
Kilgore, TX 75662

Mr. Scott Ferguson
Executive Director
Region VIII Education Service Center
P.O. Box 1894
Mt. Pleasant, TX 75455

Dr. Jim O. Rogers
Executive Director
Region IX Education Service Center
301 Loop 11
Wichita FAlls, TX 76305

Dr. Joe T. Farmer
Executive Director
Region X Education Service Center
P.O. Box 1300
Richardson, TX 75080

Mr. R. P. Campbell, Jr.
Executive Director
Region XI Education Service Center
3001 North Freeway
Fort Worth, TX 76106

Mr. Weldon O. Mills
Executive Director
Region XII Education Service Center
P.O. Box 1249
401 Franklin Avenue
Waco, TX 76703

Continued on back

TEXAS REGIONAL EDUCATION SERVICE CENTERS

Continued:

Dr. Joe Parks
Executive Director
Region XIII Education Service Center
7703 N. Lamar Blvd.
Austin, TX 78752

Dr. Thomas Lawrence
Executive Director
Region XIV Education Service Center
Route 1 Box 70A
Abilene, TX 79601

Mr. Clyde Warren
Executive Director
Region XV Education Service Center
P.O. Box 5199
San Angelo, TX 76902

Dr. Kenneth Laycock
Executive Director
Region XVI Education Service Center
P.O. Box 30600
Amarillo, TX 79120

Mr. Gerald Rogers
Executive Director
Region XVII Education Service Center
4000 22nd Place
Lubbock, TX 79410

Dr. J. W. Donaldson
Executive Director
Region XVIII Education Service Center
P.O. Box 6020
Midland, TX 79701

Dr. John E. Uxer
Executive Director
Region XIX Education Service Center
P.O. Box 10716
El Paso, TX 79997

Dr. Judy Castleberry
Executive Director
Region XX Education Service Center
1314 Hines Avenue
San Antonio, TX 78208

Southwest Educational Development Laboratory

SEDL STAFF DEVELOPMENT WORKSHOPS AND PRESENTATIONS

SEDL trainers will present these workshops to your colleagues, staff, students, or your association membership. You can work with SEDL staff to tailor the workshop or presentation to meet your own staff development needs. For information on scheduling and costs, contact SEDL's Office of Institutional Communications and Development, 211 E. Seventh Street, Austin, Texas, 78750 or call (512) 476-6861, ext. 202.

Implementation Skills for School Leadership: Making Change Work in Schools

Suggested Audiences:	teachers, principals, district staff, counselors, superintendents
Time Required:	complete program includes five sessions spanning six days

SEDL's ISSL program focuses on the schools as a unit for change and is designed to serve 24 persons in six four-person teams (or team combinations negotiated with SEDL). A program unit can be started any time during the year; scheduling is tailored to fit the participants' calendars. The cost of the program, which includes a binder of all materials, three manuals, a book, and reference articles for 24 participants is only $8,000, plus travel expenses for SEDL staff and trainers. Several schools in a district or agencies can cooperate in a single contract to share the cost and benefits.

Educational Leadership: What the Research Tells Us

Suggested Audiences:	associations serving school board members, teachers, and school administrators
Time Required:	presentation requires 45 minutes

A direct and tangible relationship exists between the quality of school principal performance and the quality of public schools. This presentation explores the nature of the relationship between leadership and school performance, focusing on the research on administrator competencies that distinguish between "high-performing" and "average" principals.

Using the Learning Climate Inventory to Initiate School Improvement

Suggested Audiences:	local schools/districts; can be tailored to familiarize staff of intermediate service agencies or institutions of higher education with the Inventory and Process.
Time Required:	introductory workshop requires 3hrs.; follow-up workshops can be tailored to meet school/district needs

Developed from the research on effective schools, the *Learning Climate Inventory* provides a strategy for obtaining teachers' perceptions about the learning climate of the school. These perceptions are then used to identify areas to be included in school improvement programs. A Learning Climate Improvement Process includes the basic problem-solving steps and leads to action plans for school improvement.

Training Educators About Parent Involvement: A Directory of Resource Tools

Suggested Audiences: teacher educators, directors of inservice programs, professional development staff, principals, administrators

Time Required: workshop can be tailored to run up to a full day

Workshop participants will have the opportunity to preview SEDL's new directory of regional and national information on:

- training programs for teacher & administrators about parent involvement
- examples of parent involvement programs and state-level networks
- resource people, organizations, literature and materials
- training aids
- research/theoretical framework

Participants will learn how to access and utilize this information to assist in training educators about parent involvement.

The Neglected Essential Element: Involving Parents in Their Children's Education

Suggested Audiences: teachers, principals, counselors, staff development specialists, administrators

Time Required: workshop can run up to a full day

Research has shown that effective parental involvement in the education of their children usually results in greater student achievement and improved home-school relationships. SEDL's workshop provides practical information about successful parent involvement programs, networks, materials, methods and resource organizations. Workshop participants will receive useful information to take with them and use at home.

Research-Based Guidelines and Strategies for Training Teachers About Parent Involvement in Education

Suggested Audiences: teacher educators, directors of inservice programs, professional development staff, principals, administrators

Time Required: workshop can run from 60-90 minutes

Based on six years of research on parental involvement, SEDL's research-based workshop assists educators in developing appropriate parental involvement in children's learning at school and home, as well as parent involvement in school governance. The workshop also includes practical information on an "ideal" teacher training program, encompassing knowledge, understanding, skills, preservice strategies, and inservice strategies.

State-Level School/Business/Community Partnerships

Suggested Audiences: professional organizations, state departments of education, business and community leaders

Time Required: workshop can be tailored to run up to a full-day

The effective cooperation of educators, community and business leaders can do much to strengthen the quality of public education. SEDL's workshop on the partnership-building process explains the techniques, skills, costs and benefits of such a program. Workshop participants will also have an opportunity to prepare an action plan for facilitating partnerships back home.

Section Four

National Resources and Programs

CHARLOTTE-MECKLENBURG SCHOOLS ADMINISTRATORS' ACADEMY

TARGET AUDIENCE:

Building principals. In the future will target assistant principals and central office staff

OBJECTIVES:

1) Help experienced and new principals to become effective through assessments, training and support

2) Encourage the professional growth and development of each participant

AGENDA:

A Visiting Fellow is assigned to each principal. Five full-day, on-site visits are conducted by the Visiting Fellow throughout the year. The visits include interviews with staff members, and in some instances, students and parents, regarding climate, leadership and school effectiveness. One visit is devoted to shadowing the principal for the day and providing her/him opportunities to reflect on effectiveness and overall interactions with others.

Following each visit, the Candidate receives a narrative report and post conference from the Visiting Fellow. The report includes feedback on staff perceptions of the areas stated above. Conclusions are also drawn by the Visiting Fellow and suggested recommendations for improvement are generated.

TIME REQUIREMENT:

New principals are involved with the academy for a minimum of four (4) years and a maximum of six (6). Tenured principals are involved for a minimum of one (1) year and a maximum of three (3).

BASED ON:

Effective schools research and collective staff experiences

Continued on back

CONTACT:

Harold Deal, Director, Administrators' Academy
Charlotte-Mecklenburg Schools
428 West Boulevard, Charlotte, NC 28203 (704) 375-5465

Continued:

EVALUATION OF PROGRAM EFFECTIVENESS:

Staff interviews, on-site visits, the implementation of pre and post assessment of ten (10) areas of competency and the development of a professional growth plan. All of these areas are reviewed and approved by a professional growth team which includes the principal, her/his supervisor, the Visiting Fellow and a mentor.

FOLLOW UP:

Throughout the year, the Candidate maintains consistent contact with the Academy and is monitored closely. After completing all requirements, the Candidate is revisited three (3) years later for revalidation.

COSTS:

Funds are provided through a state pilot program for career development.
Approximately $5,000 per principal per year.

THE CONNECTICUT PRINCIPALS' ACADEMY

TARGET AUDIENCE:

Building principals, assistant principals, and administrative teams (principals, department heads, teachers, etc.)

OBJECTIVES:

Skills, behaviors, and knowledge necessary to assist principals and other administrators in performing their jobs better with the ultimate goal: improve student learning.

AGENDA:

Ranges from dissemination to behavior modification

TIME REQUIREMENT:

Ranges, one day of 3 - 5 hours, to year round

BASED ON:

Research, staff experience, and pilot testing

EVALUATION OF PROGRAM EFFECTIVENESS:

"Smile Sheets" and independent evaluations

FOLLOW UP:

"Call Back Meetings" and visits to participants' sites.

COSTS:

Ranges, Free to $150.00

CONTACT:

Thomas Lovia Brown, Ed. Consultant
Connecticut State Department of Education
The Connecticut Principals' Academy, 165 Capitol Avenue, Hartford, CT 06106

DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION
THE DELAWARE AGENDA FOR SCHOOL IMPROVEMENT

TARGET AUDIENCE:

All Delaware teachers, principals, and administrators with instructional responsibilities

OBJECTIVES:

For administrators:

1) To recognize the research-based elements of effective instruction in a classroom setting
2) To understand and demonstrate the relationship between teaching and evaluating
3) To effectively evaluate and supervise teachers based upon the elements of effective instruction

AGENDA:

N/A

TIME REQUIREMENT:

1) Effective teaching content for teachers and administrators, approximately 18 clock hours.
2) Evaluation/supervision training for administrators, approximately 40 clock hours.

Continued on back

CONTACT:

Delaware Department of Public Instruction/Professional Dev. Division
Dr. William McCormick (302) 736-2768
Dr. William Barkley (302) 736-2770 or Mrs. Robin Taylor (302) 736-2721

Continued:

BASED ON:

Research - based effective teaching content
Research - based evaluation/supervision training.

The instruments and process were pilot tested 1986-87 and will be tested again 1987-1988.

EVALUATION OF PROGRAM EFFECTIVENESS:

After first year of pilot, an evaluation was completed using questionnaires, and interviews, and anecdotal data.

FOLLOW UP:

After the pilot of the teacher evaluation instrument, changes were made in process and instrument for "re-piloting" in 1987-88; additional training/staff development provided where needs exist.

COSTS:

N/A

EASTERN KENTUCKY UNIVERSITY
EDUCATIONAL LEADERSHIP TRAINING INSTITUTES

TARGET AUDIENCE:

Varies depending upon institute: principals, supervisors, counselors, director of special education

OBJECTIVES:

Varies according to institute: improve leadership skills, improve skills in test construction and interpretation, improve skills in evaluation of school personnel, and others

AGENDA:

Presentation of research findings, use of audio-visual materials, hands-on activities, group participation, role-play activities, practice and video-taping of performance

TIME REQUIREMENT:

Varies relative to institute, one to three days, 9:00 a.m. - 4:00 p.m.

BASED ON:

Research and staff experience

EVALUATION OF PROGRAM EFFECTIVENESS:

N/A

FOLLOW UP:

N/A

COSTS:

$37.50 - $112.50 dependent on institute

CONTACT:

William R. Thames, Director
Division of Special Programs, Carl Perkins Building
Eastern Kentucky University, Richmond, KY 40475

FAR WEST LABORATORY
PEER-ASSISTED LEADERSHIP FOR PRINCIPALS

TARGET AUDIENCE:

Principals and vice-principals primarily; central office staff (e. g., special education directors)

OBJECTIVES:

Participants:
(1) Refine their observation and interview skills;
(2) Learn and apply new ways to think about instructional leadership;
(3) Analyze their own and another participant's behavior;
(4) Learn how other principals lead their schools; and
(5) Form a collegial support system in which new ideas and insights are shared and change is nurtured and supported.

AGENDA:

Six training sessions are held throughout the school year. During meetings, principals learn about and practice shadowing techniques, reflective interviewing strategies, and data analysis and synthesis strategies. Meetings also provide opportunities for principals to develop and extend their peer support network. Between sessions, principals conduct shadows (observations) and reflective interviews with their partners and compile their accumulated data into a final model depicting the leadership styles of their partners.

TIME REQUIREMENT:

Of the 6 sessions, 3 are full days and the other 3 are half days. Typically the program begins in the fall (Sept. - Oct.) and continues through the spring (May - June). About 2-3 days are required for activities between meetings.

Continued on back

CONTACT:

Ginny Lee (415) 565-3022 Fay Mueller (415) 565-3065
Far West Laboratory
1855 Folsom Street, San Francisco, CA 94103

Continued:

BASED ON:

The basic components--shadowing, reflective interviewing, data reduction--are based on research procedures used in conducting case studies of principals by Far West Lab Staff. All materials and processes have been pilot tested and refined, based on participant feedback.

EVALUATION OF PROGRAM EFFECTIVENESS:

Evaluation forms are completed by participants and verbal feedback is solicited at each meeting. Samples of principal's data and all final models are collected.

FOLLOW UP:

Those principals who choose to follow up on PAL after the year-long program have: 1) met to discuss how PAL activities have been applied during subsequent years, and 2) continued to meet on a regular basis, using the meetings as a problem-solving forum.

COSTS:

Depending on the size of the group, cost ranges from $400-$500 per participant

FAR WEST LABORATORY TRAINING OF TRAINERS TO DELIVER PEER-ASSISTED LEADERSHIP FOR PRINCIPALS

TARGET AUDIENCE:

Staff developers with experience in administrator training (in teams of 2 or 3)

OBJECTIVES:

Trainers learn:

1) Content of PAL program for principals and how to deliver it
2) Group process skills to support program delivery
3) Self-assessment strategies
4) Strategies for introducing the program to prospective participants

AGENDA:

Three training sessions:

#1 is 3 consecutive days
#2 is 2 consecutive days
#3 is 1 day

During trainings, participants are instructed through direct instruction, role plays, small-group activities and tasks, large-group discussions. A training manual is used to support instruction and provide participants with a detailed guide for delivering the program.

Between trainings, teams of participants deliver the PAL program to principal groups and are monitored and supported by Far West Lab staff.

TIME REQUIREMENT:

Training: 6 days (3-day session, 2-day, 1-day) over approx. school year. Delivering program to principals: Approx. 9 days over school year.

BASED ON:

The program is based on Far West Laboratory's qualitative research on principals, adult learning theory, pilot testing, formative and summative assessments.

Continued on back

CONTACT:

Ginny Lee (415) 565-3022 Fay Mueller (415) 565-3065
Far West Laboratory
1855 Folsom Street, San Francisco, CA 94103

TRAINING OF TRAINERS TO DELIVER PEER-ASSISTED LEADERSHIP FOR PRINCIPALS

Continued:

EVALUATION OF PROGRAM EFFECTIVENESS:

Participants are observed twice by FWL staff. They also complete written assignments. Evaluations are collected from groups that they conduct.

FOLLOW UP:

FWL staff are available by telephone to consult with participants. The participants themselves act as a collegial support and resource network for each other.

COSTS:

Currently $2500.00 per team of participants plus a share of travel costs for all FWL staff to deliver the training (share depends on size of training group).

GEORGIA EDUCATION LEADERSHIP ACADEMY
CLASSROOM OBSERVATION AND CONFERENCING SKILLS

TARGET AUDIENCE:

Building principals

OBJECTIVES:

A. Become familiar with techniques to increase classroom observation and note taking skills

B. Assess level of proficiency in the interpersonal skills utilized in conducting personnel evaluation conference - listening, speaking, writing, and human relations

C. Observe and participate in simulations of the teacher evaluation conference based upon a model for improving conferencing skills

D. Prepare a professional development plan based on data collected while viewing video segments of classroom teaching and analysis of that data

E. Share common concerns and needs in the implementation of the skills, through participation in two follow-up sessions and individual feedback sessions

AGENDA:

Presentations, recordings of teaching segments and interpretation, observation and analysis of appraisal interview, practice in conferencing, writing plans based on data

TIME REQUIREMENT:

Participants will attend a 40 hour workshop conducted by the Principals' Institute (one week or five days at intervals). A follow-up phase will be conducted after individuals return to the local work site.

Continued on back

CONTACT:

Dr. India Podsen, Co-Director Principals' Institute
The Georgia Education Leadership Academy, Dept. of Educational Admin.
College of Education, Georgia State University

CLASSROOM OBSERVATION AND CONFERENCING SKILLS

Continued:

BASED ON:

Research and staff experience

EVALUATION OF PROGRAM EFFECTIVENESS:

Pre and post test video of participants

FOLLOW UP:

3 (1/2) day follow-up sessions and on-site visitation

COSTS:

$50.00 for five day seminar

INDIANA STATE UNIVERSITY
SUMMER INTERN PROGRAM

TARGET AUDIENCE:

Educational administration students/administrators

OBJECTIVES:

1) To enable the intern to develop a comprehensive view of educational leadership.
2) To provide the intern with an opportunity to analyze the dimensions related to the role of the principal.
3) To guide the intern in understanding and evaluating theory in terms of practice.
4) To provide the intern with the experience of carrying out administrative responsibility.
5) To assist the intern in learning to view the school system as a total system.
6) To provide the intern with experiences in the decision-making process in relationship to problems related to the total operation of the school.
7) To enable the intern to learn from the experiences of the cooperating administrator (mentor).
8) To help the intern develop a correct interpretation of the code of ethics for all school personnel.

Continued on back

CONTACT:

Dr. Fred Snyder, Chairman, Department of Educational Administration
School of Education, Room 1223
Indiana State University, Terre Haute, IN 47809 (812) 237-2900

SUMMER INTERN PROGRAM

Continued:

AGENDA:

Acquaints participants with administrative experiences and to work with practicing professionals in a variety of educational settings. The program features a "hands-on" approach that is geared to learning-by-doing, enmeshing educational theory with practice.

TIME REQUIREMENT:

20 hours per week for two summer terms

BASED ON:

Theory of educational administration and practice

EVALUATION OF PROGRAM EFFECTIVENESS:

Assessment by mentor administrator, written reports, intern's seminar contributions

FOLLOW UP:

N/A

COSTS:

N/A

MASSACHUSETTS DEPARTMENT OF EDUCATION
THE COMMONWEALTH LEADERSHIP ACADEMY

TARGET AUDIENCE:

Principals, other school administrators, supervisory personnel

OBJECTIVES:

1) The improvement of management practices throughout school systems

2) The improvement of instruction through strong leadership at the local level

AGENDA:

Variable across the four main programs of the Academy:

Leadership Institutes are year-long training programs for school administrators that include expert consultant training, and follow-up through peer-coaching and networking;

Leadership Seminars are multi-session training programs in the schools that may include teaching staff;

Academy Fellowships provide an opportunity for 3 or 4 principals or supervisory personnel to study, research, and participate in a wide spectrum of central office and state-wide issues, programs, and events;

Collaborations with business are short term management training programs and special opportunities, including training in supervision and evaluation and peer assisted leadership

Continued on back

CONTACT:

Patricia Brown, Director, Office of Professional Development
Massachusetts Department of Education
1385 Hancock Street, Quincy, MA 02169

Continued:

TIME REQUIREMENT:

Variable

BASED ON:

Research, staff experience and piloting of programs

EVALUATION OF PROGRAM EFFECTIVENESS:

Personal report, as well as state mandated evaluation by outside evaluators

FOLLOW UP:

Follow-up is built into the year-long programs

COSTS:

Funding comes primarily from state appropriations

MINNEAPOLIS METROPOLITAN
PRINCIPALS' ACADEMY OF THE TWIN CITIES AREA

TARGET AUDIENCE:

Building principals, assistant principals, central office staff

OBJECTIVES:

Learning objectives are based on individual needs as identified by participants; Individual learning plans are developed by each member.

AGENDA:

A wide variety of opportunities including a base program of inservice, newsletter, collegial groups, fall retreat, summer institute

TIME REQUIREMENT:

Awareness Phase - 13 1/2 days
Development Phase - 11 days
Continuous Phase - 6-17 days depending upon option

BASED ON:

Research model constructed on review of leadership research. Participants choose topics for large group training sessions based on their needs and interests.

EVALUATION OF PROGRAM EFFECTIVENESS:

Evaluations are taken on each inservice session and follow-up. Assessments are given to participants and their supervisors to determine changes which have occurred over the year.

Continued on back

CONTACT:

Gerald Mansergh
Metro ECSU
3602 Highcrest Road, N.E., Minneapolis, MN 55418

Continued:

FOLLOW UP:

Information is compiled and given to advisory board and staff to determine any changes or additions needed in the program. Follow up sessions are offered after each general inservice session stressing application and practice of skill, facilitated by academy staff.

COST:

Each district pays a base cost according to size ($1600-3200). Each intensive member is assessed a fee based on option chosen ($600-175)

NAESP NATIONAL PRINCIPALS ACADEMY
CERTIFICATE OF ADVANCED PROFICIENCY

TARGET AUDIENCE:

Building principal

OBJECTIVES:

Ten proficiencies, focusing on:

1. Leadership Behavior and Group Processes
2. Performance and Evaluation
3. Political and Communication Skills
4. Curriculum and Instruction
5. Organizational and Fiscal Skills

AGENDA:

Five 4-day Regional Proficiency Workshops within a 6-year period, design and implementation of five school-based projects tailored to the specific subject-matter of each workshop, and a final examination after completion of the five workshops.

TIME REQUIREMENT:

20 days spread over possible 6 years, implementation of 5 projects, and a final examination

BASED ON:

Research and staff experience

Continued on back

CONTACT:

Robert Anastasi, National Association of Elementary
School Principals
1615 Duke Street, Alexandria, VA 22314

NATIONAL PRINCIPALS ACADEMY
CERTIFICATE OF ADVANCED PROFICIENCY

Continued:

EVALUATION OF PROGRAM EFFECTIVENESS:

Final examination administered to participants after completion of five workshops

FOLLOW UP:

Membership in ED-LINE and CAP-LINE, electronic networks

COSTS:

Application Fee - $100.00
Registration for each workshop - $400.00

NEW JERSEY MANAGEMENT ACADEMY
ADVANCED INSTRUCTIONAL SUPERVISION

TARGET AUDIENCE:

Building Principals, Assistant principals, Supervisors

OBJECTIVES:

1) Developing skills in analyzing instruction
2) Be able to select conference objectives
3) Be able to plan a detailed conference
4) Be able to give an instructional supervision conference

AGENDA:

Common criteria are established prior to teaching the model/strategy. This set of criteria is then used for practice throughout the workshop. Delivery is through lecture, active participation and guided practice. Video tapes are used for analysis and practice, as well as live lessons. On the 4th and final day, participants have the opportunity to view a live demonstration lesson, plan the conference objectives and conference, then give the conference to the teacher.

TIME REQUIREMENT:

Instructional Supervision 4 days (9:00 a.m. - 3:00 p.m.)
Advanced Instructional Supervision3 days (9:00 a.m. - 3:00 p.m.)
(Refresher Days are also available)

BASED ON:

Glickman's Clinical Supervision
Hunter's Clinical Supervision
The New Jersey Plan for the Supervision of Instruction

Continued on back

CONTACT:

Dr. Sybil Nadel, Director
Academy for the Advancement of Teaching & Management, NJ State Dept.
of Educationa, Box 6446, Raritan Center, Edison, NJ 08818

ADVANCED INSTRUCTIONAL SUPERVISION

Continued:

EVALUATION OF PROGRAM EFFECTIVENESS:

On day 4, participants give an instructional supervision conference. During the advanced course, participants also give conference

FOLLOW UP:

Refresher Days

COSTS:

Instructional Supervision $300.00/person
Advanced Instructional Supervision$250.00/person
Refresher Days$ 50.00/person

NEW JERSEY MANAGEMENT ACADEMY
THE EFFECTIVE PRINCIPAL: CREATING & ACTUALIZING VISION

TARGET AUDIENCE:

Building Principal

OBJECTIVES:

Participants will learn how to:

1. create a vision of their school
2. communicate that vision to others
3. assess their school's status in relation to their vision
4. actualize their vision and evaluate its status

AGENDA:

N/A

TIME REQUIREMENT:

Three - day Workshop

BASED ON:

Research

EVALUATION OF PROGRAM EFFECTIVENESS:

1. Successful evaluation of activities and assignments
2. Evaluation forms completed by participants

FOLLOW UP:

None scheduled at this time

COSTS:

$250.00 per person

CONTACT:

Susan Salny or Gene Beverly
Academy for the Advancement of Teaching & Management, N.J. State Dept.
of Education, P.O. Box 6446, Raritan Center, Edison, NJ 08818

NEW JERSEY MANAGEMENT ACADEMY
LEADERSHIP SKILLS FOR TODAY'S SCHOOLS

TARGET AUDIENCE:

Teams of three to include the superintendent and two additional school personnel who have district or building leadership responsibilities, i.e., principal or department chair.

OBJECTIVES:

1) Provide an operational framework for the school administrator to assess employee and leader behaviors in work settings.
2) Provide an understanding of employee readiness and leader style and how effective leadership is based on use of these principles.
3) Provide participants with information on their own leadership style when they are directing the work of others.
4) Provide an understanding of the "Creative Problem Solving" model, its concepts and methodologies, and how these can be used for group problem solving in school settings.

AGENDA:

Media used: Overhead and transparencies, VCR and videotapes

Processes used:Role plays, gaming, case study analysis, leadership instruments - LEAD-self, etc., simulations

TIME REQUIREMENT:

3 - 4 days in one week

BASED ON:

Based on research, staff experience, and is pilot tested

Continued on back

CONTACT:

Patricia Felton-Montgomery
Academy for the Advancement of Teaching & Management, NJ State Dept.
of Education, Box 6446, Raritan Center, Edison, NJ 08818

LEADERSHIP SKILLS FOR TODAY'S SCHOOLS

Continued:

EVALUATION OF PROGRAM EFFECTIVENESS:

Daily feedback sheet and end of training evaluation form

FOLLOW UP:

I Refresher Day about one month to six weeks after initial training

COSTS:

$1200.00/team of 3 for residential program
$ 750.00/team of 3 for non-residential program

NEW JERSEY MANAGEMENT ACADEMY
MANAGING CHANGE FOR SCHOOL IMPROVEMENT

TARGET AUDIENCE:

Teams of three including the superintendent and others with district/building leadership responsibilities and teachers and administrators.

OBJECTIVES:

Outcomes now being developed.

AGENDA:

Presentation/short lectures, slide tape show, overheads, large and small group projects and discussions, simulations, videotape clips.

TIME REQUIREMENT:

2 - 3 days; length of sessions will vary

BASED ON:

Research, staff experience, and pilot tested

EVALUATION OF PROGRAM EFFECTIVENESS:

Daily feedback
End of training evaluation forms

FOLLOW UP:

A Refresher Day from 4 - 6 weeks after initial training

COSTS:

$1200.00/team of 3; prices will vary depending upon course

CONTACT:

Patricia Felton-Montgomery
Academy for the Advancement of Teaching & Management, NJ State Dept.
of Education, Box 6446, Raritan Center, Edison, NJ 08818

NEW YORK STATE EDUCATION DEPARTMENT
PRINCIPAL ACADEMIES

TARGET AUDIENCE:

Building administrators and school improvement teams

OBJECTIVES:

Participants will develop personal responses to the following general questions:

- How does school improvement apply to me?
- How can I continue the progress of my school toward becoming more effective?
- What new and innovative approaches exist to achieve improved student performance?

AGENDA:

Presentations, discussions, group processes and reflective time, focused on:

- Effective schools research, assumptions and practices
- Effective school correlates
- School culture and climate
- Effective schools planning process, use of data and communication
- Managing change

TIME REQUIREMENT:

Five days in summer, 4 days during school year.

BASED ON:

Research, and staff and practitioner experience

EVALUATION OF PROGRAM EFFECTIVENESS:

Evaluation focuses on content, belief and behaviors

Continued on back

CONTACT:

Thomas P. Fitzgerald, Supervisor
New York State Education Department, Office of District Superintendents
Room 675 EBA, Albany, NY 12234 (518) 473-7281

Continued:

FOLLOW UP:

A newsletter is under preparation. The 4 days during the school year will serve as the follow-up

COSTS:

Costs ranging from $250.00 to $800.00 depending on location

NORTHWEST REGIONAL EDUCATIONAL LABORATORY
LEADERSHIP FOR EXCELLENCE

TARGET AUDIENCE:

Principals

OBJECTIVES:

To develop skills and resources that assist principals in becoming more effective instructional leaders

AGENDA:

A year-long series of workshops in five content areas, tailored to individual needs

TIME REQUIREMENT:

Principals' self-assessment will provide the basis for their selecting one to two-day topical workshops to meet their needs. The program events are as follows:

2 days	Overview/assessment workshop
.25 day	Review, analysis, goal setting session with supervisor or technical assistor
2 days	Topical workshop
1 day	Application of practice on the job with or without coaching
.5 day	Small group discussion/feedback session
1-3 days	Additional applications in same practice area or topical workshop in another practice area
.5 day	Small group discussion/feedback session
1 day	Evaluation workshop

Continued on back

CONTACT:

Dr. Robert E. Blum, School Improvement Program
Northwest Regional Educational Laboratory, Suite 500
101 S.W. Main Street, Portland, Oregon 97204

NORTHWEST REGIONAL EDUCATIONAL LABORATORY
LEADERSHIP FOR EXCELLENCE

Continued:

BASED ON:

Research on effective schools, instructional leadership and, program change and implementation.

EVALUATION OF PROGRAM EFFECTIVENESS:

A one-day evaluation workshop will occur at the end of the year-long program; participants will share experiences, analyze progress, review self-assessment information, school improvement plans and performance appraisals.

FOLLOW UP:

One to two-day workshops will be followed by application at the school, coupled with technical assistance

COSTS:

Not known at this time

SC DEPARTMENT OF EDUCATION EFFECTIVE SCHOOLS TRAINING: A SCHOOL IMPROVEMENT MODEL TO TRAIN-THE-TRAINER

TARGET AUDIENCE:

Central office staff and principals as trainers, principals and teachers as ultimate audience

OBJECTIVES:

Participants are expected to learn encapsulated effective schools research and synthesize especially designed implementation activities. Trainers receive state wide training and reproduce it at district level.

AGENDA:

Format includes a summer institute and six modules of effective schools research and activities. The modules are spaced at six weeks intervals throughout the academic year. The process includes a yearly action plan by a S. C. Department of Education consultant and six presentations by state researchers and practitioners of effective schools (who are also trained in the Hunter model). Modules include research lecture and guided small group practice with the district's own data. Each module is reproduced in each district and each school with structured feedback and coaching. All presentations are live and portable.

TIME REQUIREMENT:

Six modules are spaced at six weeks intervals throughout the academic year. Each state module requires six hours. District reproductions take three hours. School reproductions require one hour.

Continued on back

CONTACT:

Dr. Barbara Gottesman, S.C. Dept. of Education
1429 Senate Street - Room 1114, Columbia, SC 29201
(803) 734-8571

EFFECTIVE SCHOOLS TRAINING: A SCHOOL IMPROVEMENT MODEL TO TRAIN-THE-TRAINER

Continued:

BASED ON:

Content is based on effective schools research and best practices used in S. C. schools over a three year period. Process is a synthesis of Hunter-model teaching practices and Joyce and Showers coaching research and practice. Both content and process have been pilot tested for a year in 10 districts and 43 schools in the state.

EVALUATION OF PROGRAM EFFECTIVENESS:

Evaluations consist of participants' reaction evaluations at three levels for each of six modules. Standardized test scores for each school are compared at the beginning of the training and at one and three year intervals. Attitudinal surveys of parents, students, and teachers are administered each year in participating schools and changes analyzed.

FOLLOW UP:

After one year of training, district trainers and principal implement structured second and third year activities with semi-annual coaching from state consultants. Student achievement is monitored each year by SDE.

COSTS:

State Department of Education costs include state consultant fees, meeting sites, and printing of a 200 page trainer's manual. District costs include travel and about $50.00 in printing and duplication costs. School costs include in-house duplication and approximately $75.00 for school-adapted improvement activities.

SOUTH CAROLINA DEPARTMENT OF EDUCATION
PRINCIPAL APPRENTICESHIP PROGRAM

TARGET AUDIENCE:

Potentially outstanding candidates for the principalship.

OBJECTIVES:

(1) To allow aspiring school principals with identified potential the opportunity to develop needed competencies.

(2) To provide the opportunity for participants to experience the realities of school administration in a field setting under the guidance of an experienced mentor.

AGENDA:

Each apprentice is assigned a building-level mentor who is his primary supervisor and trainer. The district superintendent designates a district supervisor to work with mentor in selecting specific program experiences for the apprentice. The tasks of the apprentice are identified and structured to be flexible enough to meet the varied personal and professional needs of the apprentice.

The State Department of Education specifies a minimum prescribed program for the specific areas of curriculum and instruction, staff personnel, pupil personnel, school/community relations, school plant, budget, finance and school law. The program design and content also includes generalized management skill development, such as judgment, organizational ability, decisiveness, leadership, oral and written communication skills and the area of personal development.

Apprentices participate in administrative workshops and seminars which complement their on-the-job experiences.

TIME REQUIREMENT:

100 days minimum participation

Continued on back

CONTACT:

Doris G. Martin, Program Consultant, South Carolina Leadership Academy
State Dept. of Ed. - Room 1104 Rutledge Bldg.
Columbia, SC 29201

SOUTH CAROLINA DEPARTMENT OF EDUCATION
PRINCIPAL APPRENTICESHIP PROGRAM

Continued:

BASED ON:

Research and field-based.

EVALUATION OF PROGRAM EFFECTIVENESS:

Formative evaluation mid-year.
Summative evaluation at end of program.

FOLLOW UP:

Follow-up and placement in administrative positions.

COSTS:

Cost to district - approximately one-half of apprentice's salary.

SOUTH CAROLINA DEPARTMENT OF EDUCATION
NEW PRINCIPALS ACADEMY

TARGET AUDIENCE:

First year principals

OBJECTIVES:

To develop the skills, attitudes, and knowledge needed by new principals to begin their new role with confidence and to successfully deal with demands they will face during their first year as principals.

AGENDA:

The week-long summer component of the program consists of sessions on leadership, problem solving, instructional monitoring, budgeting, and other critical issues. Small group sessions are conducted by exemplary, experienced principals on practical topics that include opening school, community relations, school climate, and accreditation. Participants also experience a team building obstacle course called the "Ropes Course."

TIME REQUIREMENT:

Initial training is a week-long summer program.
Follow-up activities continue during the remainder of the academic year.

BASED ON:

Research on the concerns of beginning principals.
Needs assessment of supervisors of principals in South Carolina.
Needs assessments of first and second-year principals in South Carolina.
Needs assessment of program participants (to select topics for follow-up meetings.)

EVALUATION OF PROGRAM EFFECTIVENESS:

Participant responses on a scaled instrument.
Structured interviews conducted during on-site visits to the new principals.

Continued on back

CONTACT:

Robin C. Burleson, Chief Supervisor, Administrators'
Leadership Academy, South Carolina Department of Education
1429 Senate Street, Room 1104 Columbia, SC 29201

SOUTH CAROLINA DEPARTMENT OF EDUCATION
NEW PRINCIPALS ACADEMY

Continued:

FOLLOW UP:

Periodic visits to participants by Academy staff.

Three group meetings during the year.

Participants are paired with experienced principals who serve as developmental mentors.

COSTS:

School districts pay $250.00 per participant to cover the costs of lodging and meals.

SOUTHEASTERN EDUCATIONAL IMPROVEMENT LABORATORY COMPETENCIES FOR HIGH PERFORMING PRINCIPALS

TARGET AUDIENCE:

Building principals

OBJECTIVES:

23 competency clusters (ranging) from time management to norm building

AGENDA:

Simulations, overheads, guided discussion, readings, lectures

TIME REQUIREMENT:

Varies, 2 - 3 day average per module scheduled according to local needs

BASED ON:

Croghan and Lake research study of high performing principals; materials pilot tested

EVALUATION OF PROGRAM EFFECTIVENESS:

Evaluation form included in each module

FOLLOW UP:

Depends on local use

COSTS:

Information available October, 1987

CONTACT:

Naida Tushnet Bagenstos
Southeastern Educational Improvement Laboratory
200 Park, Suite 204, Research Triangle Park, NC 27709 (919) 549-8216

ST. LOUIS PRINCIPALS ACADEMY

TARGET AUDIENCE:

Building Principals

OJBECTIVES:

Develop leadership skills

Understand visionary school improvement

Be exposed to some of the current thinking and issues surrounding the principalship

AGENDA:

40 principals per class with fulltime director

1 year commitment to 2 days a month

Meet at corporate sponsored location

Develop speakers, presentations and workshops to speak to the needs and goals of the group

Use of small collegial groups and reflective writing

TIME REQUIREMENT:

2 - 3 days (mostly school days) per month, for 1 year; begin July - graduate June.

BASED ON:

90% research based, 10% experience

Continued on back

CONTACT:

Dr. Lavern Scott, St. Louis Principals Academy
6800 Wydown Street
St. Louis, MO 63105

Continued:

EVALUATION OF PROGRAM EFFECTIVENESS:

Written evaluations by participants and evaluation (journal) of Academy Steering Committee

FOLLOW UP:

Alumni activities continue on a volunteer basis for as long as they want

COSTS:

$1000.00 tuition per principal; plus Danforth Grant; plus corporate donation

UNIVERSITY OF CALIFORNIA AT BERKELEY
INSTITUTE FOR SCHOOL ADMINISTRATORS

TARGET AUDIENCE:

Building principals and central office staff

OBJECTIVES:

1. Provide a link between theoretical concepts and practical experiences.
2. Provide an overall program of high caliber.
3. Provide immediately transferable knowledge, ideas or practices to help participants in performing leadership and administratives roles.
4. Provide an opportunity for interaction with colleagues regarding specific knowledge gained through the Institute.
5. Provide a professionally enriching growth experience.
6. Stimulate the thinking of participants as professional educators.
7. Help to reinforce use of past ideas, techniques and practices.
8. Expand participant knowledge about current research and trends affecting public education.
9. Provide stimulation for self-assessment and possible change.
10. Provide a supportive physical and psychological environment for learning.
11. Provide a program that is reasonable in cost.
12. Provide a program scheduled in a manner which does not restrict participation.

Continued on back

CONTACT:

Division of Educational Administration
Graduate School of Education
University of California, Berkeley, CA 94720

Continued:

AGENDA:

Large and small group lectures and discussion, demonstrations, role reversals; use of slides, transparencies, video tapes

TIME REQUIREMENT:

One week during the summer, 9:00 a.m. - 1:00 p.m. In addition there are four, four-hour follow-up sessions during the school year.

BASED ON:

A modified needs assessment based on perceived administrator needs identified by a broad based 36 member board of directors.

EVALUATION OF PROGRAM EFFECTIVENESS:

Participant evaluations of each session and the Institute overall

FOLLOW UP:

Informal Follow-up of participants

COSTS:

$75.00 for the summer week-long session
$75.00 for individual sessions

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
PRINCIPALS' EXECUTIVE PROGRAM

TARGET AUDIENCE:

Principals

OBJECTIVES:

The opportunity to:Explore current techniques in management as applied to public school operations

Hone executive skills--that is, the personal skills necessary to be an exceptionally effective principal

Step outside the day-to-day responsibilities and think creatively about school management in an increasingly complex, uncertain, and changing system

AGENDA:

The Principal's Executive Program is organized around twenty-three major aspects of school management, and uses the case method of instruction wherever appropriate. Some of the topics covered include the following:

Management of Schools in the Nineties
Effective Communication
Personnel Management
Law of Employment, and others

TIME REQUIREMENT:

Six 3-4 day sessions, or four one-week sessions

BASED ON:

Theory, research and practice and work of executive management programs

Continued on back

CONTACT:

Robert Phay, Program Director, Principal's Executive Program
Institute of Government, Knapp Building 059A
University of North Carolina at Chapel Hill, Chapel Hill, NC 27514 (919) 966-4478

Continued:

EVALUATION OF PROGRAM EFFECTIVENESS:

N/A

FOLLOW UP:

N/A

COSTS:

The program is supported by legislative appropriation. The principal's transportation is the only expense.

UNIVERSITY OF WISCONSIN
EFFECTIVE TEACHING AND SUPERVISION OF INSTRUCTION

TARGET AUDIENCE:

Building principals, teachers, central office staff, superintendents

OBJECTIVES:

A. Identify and understand the relationship of the variety of skills needed for effective teaching

B. Analyze and apply skills used in planning effective teaching objectives

C. Analyze and apply effective teaching concepts and skills

D. Analyze teaching decisions

E. Analyze and apply the skills involved with the four principles of learning

F. Know and apply clinical supervision skills

AGENDA:

The course is 30 hours for the practicum during the school year for teaching staff preceded by 8 days (48 hours) for supervisors of instruction. This prepares the supervisors to begin acting in the coaching capacity when the teachers proceed through their program.

Television is used for filming teaching and conferencing sessions

TIME REQUIREMENT:

Teacher component is 30 hours over a 2 - 3 month period. Usually (5) 6 hour sessions are used.

Supervisor component is 48 hours over 8 days

Continued on back

CONTACT:

Dr. Lyle Bruss, Director
School Services Bureau, LLC Plaza
University of Wisconsin, Green Bay, WI 54301

EFFECTIVE TEACHING AND SUPERVISION OF INSTRUCTION

Continued:

BASED ON:

Research and practice, with findings from new studies consciously sought for improving content and process

EVALUATION OF PROGRAM EFFECTIVENESS:

Perceptual data from participants

FOLLOW UP:

The supervisors are trained as coaches for continual follow-up. Two training sessions per year are provided for supervisors.

COSTS:

The teacher component is $2400.00 for instructor plus subsitute pay for participating teachers. The supervisor component is $350.00 each for 8 days

WEST VIRGINIA DEPARTMENT OF EDUCATION
EFFECTIVE SCHOOLS PROGRAM

TARGET AUDIENCE:

Building principals and their staff

OBJECTIVES:

1. To learn the effective schools research
2. To develop leadership skills
3. To develop skills in:
   - data collection
   - long and short term goal setting
   - developing school improvement teams
   - data disaggregation and analysis
   - building a school improvement process

AGENDA:

A year long program delivered by a Mentor Principal trained in effective schools research to all building principals in selected counties

TIME REQUIREMENT:

Through a series of 6 or more scheduled one to two day meetings during the course of a school year the Mentor Principal provides training in the content of effective schools research and best practices and the process of developing a three year school improvement plan. County office personnel provide guidance and direction to the principals during interim periods between training sessions and provide support in developing school improvement plans.

BASED ON:

Effective Schools research and a school improvement plan process developed by the West Virginia Department of Education

Continued on back

CONTACT:

John B. Himelrick, Sr., Director, Office of School Improvement
West Virginia Department of Education
Capitol Complex, Bldg. 6, Rm. 309, Charleston, WV 25305 (304) 348-8830

Continued:

EVALUATION OF PROGRAM EFFECTIVENESS:

Each training session is evaluated. County staff are responsible for evaluating the implementations of school improvement plans

FOLLOW UP:

County office personnel direct and support the implementation of the school improvement plan over the three year period

COSTS:

Approximately $2,500.00 per county

WEST VIRGINIA DEPARTMENT OF EDUCATION
PRINCIPALS' ACADEMY

TARGET AUDIENCE:

Principals

OBJECTIVES:

Participants are expected to learn

1) Effective schools research
2) Leadership skills
3) Base line data collection, long and short term goal setting
4) School improvement team building
5) Data disaggregation and analysis
6) Building of school improvement plan
7) Monitoring of process

AGENDA:

A. Ten days of residential sessions
B. Fall follow-up
C. Spring follow-up

TIME REQUIREMENT:

Summer residential session	10 days
Fall follow-up	3 days
Spring follow-up	3 days

BASED ON:

Content is based on effective schools research and focuses on five correlates or characteristics of effective schools: 1) Climate, 2) High expectations, 3) Monitoring of pupils and programs, 4) Emphasis on academics, 5) Strong instructional leadership. Process consists of the development of a three year school improvement plan.

Continued on back

CONTACT:

John B. Himelrick, Sr., Director
Office of School Improvement, West Virginia Dept. of Education
Capitol Complex, Bldg. 6, Rm. 309, Charleston, WV 25305

Continued:

EVALUATION OF PROGRAM EFFECTIVENESS:

Long and short term goals are set in the school improvement plan and are monitored through measuring progress toward those goals using out-put measures such as test scores, student behavior, drop-out rates, discipline referrals, students and teacher attendance, etc.

FOLLOW UP:

A network has been established for graduates of the Principals' Academy under a board of directors made up of members. Activities of this organization (Effective Schools Program Network) include state-wide and local meetings, Network publication, exchange visits among schools and other networking activities.

COSTS:

Approximately $100,000.00

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